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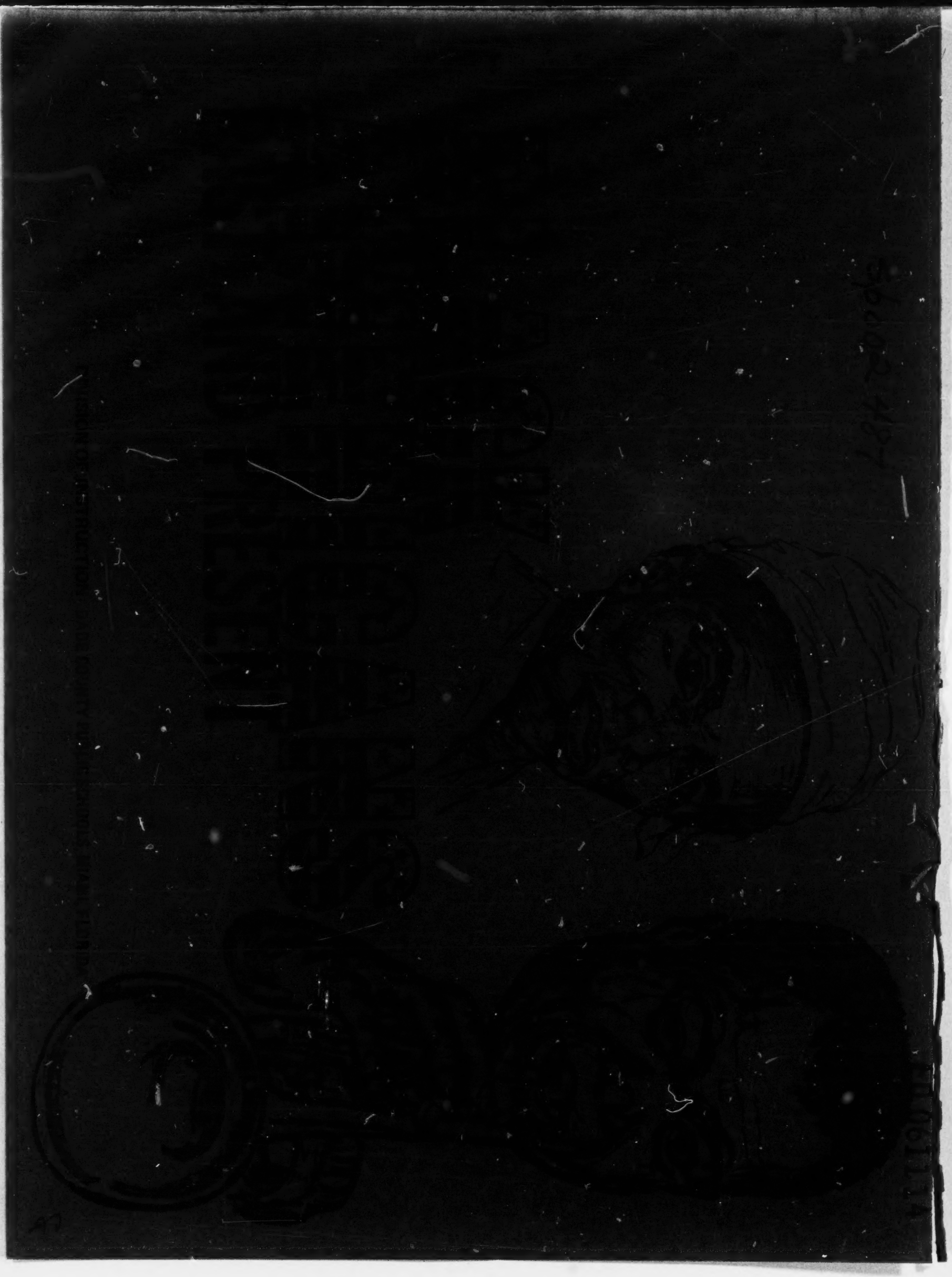
ABSTRACT

This guide is intended for use as part of a cross-cultural, multi-ethnic approach to curriculum in the elementary school. It is hoped that this approach will enable teachers to guide pupils in developing a better understanding of the impact of black contributions on the total American culture. The guide attempts to support such efforts by: 1) introducing black people who have made contributions to the American way of life; 2) identifying the cultural significance of their contributions or historical events in which they were involved; and, 3) providing a list of biographical multimedia materials. It may also serve to help teachers motivate pupils by establishing the groundwork for new experiences and insights. There are eight major components to the guide: 1) suggestions for using the guide; 2) suggested activities; 3) areas of contributions and names of contributors; 4) three units--Negroes in Early American History; Individual Recognition and Achievement; and Protest and Progress (the units contain no narrative, rather they consist of charts of events and personalities, and matching suggested resources); 5) Appendix A, White Americans who Contributed to Negro Advancement; 6) Appendix B. Examples of Suggested Activities, providing descriptions of specific activities that represent the categories mentioned in Section 2, above; 7) Bibliography; and, 8) Index. ED 048 029 is related. (Author/AWW)



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BLACK AMERICANS: PAST AND PRESENT

Contributions to American Life

Resource Material for Elementary Schools

Instructional Publication 9M

1971

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida 33132

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PREFACE

Black Americans: Past and Present is intended for use as part of a cross-cultural, multi-ethnic approach to curriculum in the elementary school. It is hoped that by using this approach the teacher will be able to guide pupils in developing a greater understanding of the impact of Negro contributions on the total American culture. The guide attempts to support such efforts by—

introducing black people who have made contributions to the American way of life;

identifying the cultural significance of their contributions or of historical events in which they were involved; and

providing a list of biographical multimedia materials.

The guide may also serve to help the teacher motivate pupils by establishing the groundwork for new experiences and new insights. By offering suggested activities as well as biographical data, the design of the publication allows the teacher to adjust the content to the needs, interests, and abilities of his students.

Acknowledgment is extended to the following members of the Materials Development Office: Mrs. Cleomie W. Bloomfield and Mrs. Sandra F. Curry, for assuming the primary responsibility of developing this resource; Mrs. JoAnn Riviere and Mrs. Karen Moran, for writing the sections concerning activities; and Mrs. Billy Cranmer, for revising and editing the guide.

ORGANIZATION OF THE GUIDE

This guide contains eight major components.

1. *SUGGESTIONS FOR USING THIS GUIDE* offers ideas to the teacher that would facilitate the use of the guide in the classroom.

2. *SUGGESTED ACTIVITIES* provides recommendations for types of activities that might be used with the guide. (Examples of each kind of activity are in APPENDIX B.)

3. *AREAS OF CONTRIBUTIONS AND NAMES OF CONTRIBUTORS* provides an alphabetical listing of individuals under each subdivision of the three major units of the guide. The teacher may use this section as a reference for finding the names of individuals included in the publication.

4. *UNITS* in the guide are the following:

   Unit III. Negroes in Early American History
   Unit III. Individual Recognition and Achievement
   Unit III. Protest and Progress

   Each unit is arranged with subdivisions and names in alphabetical order.

   CULTURAL DEVELOPMENTS: EVENTS AND PERSONALITIES includes an alphabetical list of names of persons with biographical data, cultural events, and references to suggested resources under each.

   SUGGESTED RESOURCES lists by titles teacher's references, children's books, general references, and films and records that will aid the teacher in developing the units. Teacher's references and children's books are directly related to the persons listed, with numbers corresponding to references at the end of each entry in the left-hand column. Additional space is provided after the references for teacher's notes.

5. *APPENDIX A. WHITE AMERICANS WHO CONTRIBUTED TO NEGRO ADVANCEMENT* gives names of selected persons and information about their contributions to Negro progress.

6. *APPENDIX B. EXAMPLES OF SUGGESTED ACTIVITIES* provides descriptions of specific activities (based on information from the guide) that represent the categories in the SUGGESTED ACTIVITIES section.

ORGANIZATION OF THE GUIDE (continued)

7. The *BIBLIOGRAPHY* lists all of the books in the SUGGESTED RESOURCES sections. In addition, to these are references which furnish information incidental to the cultural developments and events covered in the guide. Included in the bibliography are recent publications which may be examined by teachers in the office of School Library Services, Lindsey Hopkins Building. The bibliography is not exhaustive, and it is not intended as a recommended list of purchases. Any books under consideration for purchase should be reviewed and evaluated by the teacher.

8. The *INDEX* consists of an alphabetical list of all names included in the guide and the numbers of pages which contain information about them.

SUGGESTIONS FOR USING THIS GUIDE

The biographical or cultural data included in this guide can be utilized in conjunction with a variety of materials and units and by teachers of students at all elementary levels. Individual teachers can adapt the material to their students' interests, needs, and abilities. Varied activities are suggested to ensure that all students are given opportunities to involve themselves in the learning process in a way which is appropriate to their interests and abilities. Selection of appropriate activities can provide students with involvement in the many different processes of learning. It is hoped that the organization of the guide will facilitate the integration of the material into existing units of study. The teacher may wish to check the recommended readings against school library files and to suggest additional books to be ordered.

SUGGESTED ACTIVITIES

The activities suggested here are not necessarily limited to this guide or this subject matter; they are organized in such a way as to be applicable to any unit of study. The sections are arranged according to increasing difficulty of skills required, and wherever possible the activities in each section have been similarly graduated. In general, activities involving individual effort lead into those involving group cooperation and finally those combining both. Cognitive learnings are strengthened and in turn reinforce affective outcomes with both domains involved in many types of activities. Representative activities have been adapted to the subject matter in the guide and further developed in an appendix exploring their purposes and procedures (APPENDIX B).

The varying levels of complexity that these activities present make it imperative that decisions as to suitability and appropriate presentation be carefully considered. Objectives and goals must be clearly visualized for each activity in order to appraise achievement and make clear to the students what is expected of them. Judicious use of activities can help students develop a wider understanding of the concepts being studied and their implications. At the same time, a student's interest in and personal involvement with the classwork can be heightened and expanded.

Observation or Listening

Before a learning process can be initiated, the student must be able to grasp information presented to him. A great variety of pictorial and oral material can be utilized to sustain a young student's interest. Nonrandom activities such as those that follow can be planned to improve his skills in perceiving abstractions and identifying important elements.

FIELD TRIPS — can be conducted to historical sites, museums, monuments, or other places of interest.

RECORDINGS — of related literary or historical interest may be presented to the class. (See APPENDIX B.)

TAPES — may be used as resource materials.

FILMS and FILMSTRIPS — may be used for visual as well as audio stimulation. (See APPENDIX B.)

COMMUNITY RESOURCE PEOPLE — such as the following can visit the class:

- ATHLETES — from local professional or college teams;
- OFFICER FRIENDLY PROGRAM PARTICIPANTS — (contact Sgt. Larry Vardell, Community Service Section, Dade County Public Safety Department);

PROFESSIONAL PEOPLE — such as lawyers, architects, doctors, etc.;

MEMBERS OF COMMUNITY SERVICE AGENCIES — such as police and fire departments;

MEMBERS OF LOCAL SOCIETIES OR SERVICE ORGANIZATIONS.

HISTORICAL REALIA — may be borrowed from museums, historical societies, or the Dade County Public Schools Audio-Visual Services.

PICTURES, PHOTOGRAPHS, and ILLUSTRATIONS — may also be used as a basis for structured experiences.

Research

Once a problem or conflict has been perceived, the most fundamental skill necessary in progressing toward a new or improved comprehension is research. The student must learn to gather and organize information in such a way as to create a meaningful structure to reality. He can do this by participating in research activities which define problems, organize facts, and share results; these activities might involve materials and procedures such as those in the following list.

COLLECTIONS — of objects may be gathered for study, comparison, identification, and exhibition.

MATCHING EXERCISES — that require research may include written or pictorial materials.

MAP WORK — may involve skills in reading or inferring information about areas such as land and water forms; relief features; direction and distance; social data; economic, political, and scientific information; and human factors.

CHARTS — such as those listed below may involve a wide variety of organizational skills:

INFORMATION — charts clarify basic facts;

VOCABULARY — charts list frequently used terms and concepts;

EXPERIENCE — charts may be stimulated by pictures, experiences, or observations;

SUGGESTED ACTIVITIES (continued)

CLASSIFICATION	charts record such items as types of boats, food, shelter, clothing, weapons, utensils, etc;
SEQUENCE	charts include time lines, records and logs of activities, calendars of events, records of progress, etc. (see APPENDIX B);
ORGANIZATION	charts summarize committee organizations or groups studied in units of work.
READING and WRITING ACTIVITIES	may utilize references and note-taking.
NEWSPAPERS	may include written accounts of activities and events such as the Underground Railroad, the signing of the Emancipation Proclamation, etc.
INTERVIEWS	may supply supportive information through real or imaginary face-to-face meetings with persons involved in the topics covered.
SURVEYS	may evaluate data pertinent to the unit of study.

Group Cooperation

The learning process can be enhanced and expanded through group cooperation. Each participant gains skills in expression and interpersonal relations while benefiting from the variety of opinions and values encountered. Most of the following activities can be effectively adapted to either large or small groups. It is important, especially with young children, to make very clear the aims of group activities and the procedure established to accomplish them.

GAMES	such as those listed below may be useful as reinforcement for material which has been introduced:
MEMORY GAMES	such as "Who Am I?";
RIDDLES	(see APPENDIX B);
REBUSES	(see APPENDIX B);
PUZZLES	such as crosswords or pyramids.

SUGGESTED ACTIVITIES (continued)

PLANNING CLUBS	may be a useful means of involving the students personally with the subject matter (see APPENDIX B).
DISCUSSION	activities may involve experience charts, round-table discussions, panel discussions, buzz groups, or questioning sessions (see APPENDIX B).

Appreciation

Vivid accounts of events which reveal insight into human interaction provide a basis for the development of appreciative attitudes. Concomitantly, creative responses elicited from the students promote affective behavior leading to the development of values. Thus, both sensitivity to others and belief in self can be reinforced through this type of activity. Following are descriptions of some materials that facilitate appreciation experiences.

PICTURE STUDIES	of representative forms of art or music may be introduced to stimulate appreciative response.
RECORDINGS and TAPES	of representative forms of literature or music may be utilized in the development of affective skills.
POEMS and STORIES	by authors included in the guide may be used to initiate studies directed toward the affective domain.
ARTISTIC RESPONSE TO MUSICAL STIMULUS	may result in a variety of activities (see APPENDIX B).

Creative Experiences

These activities provide additional opportunities for the student to express feelings and attitudes that he might not be able to verbalize. At the same time, the physical process of creation often serves to involve young pupils more personally and more fully in their studies, resulting in greater assimilation of content and greater comprehension of concepts. Success in these learning activities may serve as motivation for further study.

DIORAMAS	can provide an opportunity for every child in the class to make a contribution.
MODELS	of objects or scenes can be created.
BULLETIN BOARDS	can be used by children for the display of materials acquired or made by those involved in the unit.

SUGGESTED ACTIVITIES (continued)

PUPPETS	can be made of socks, bags, fabrics, etc. and used for role-playing dramatizations.
PANTOMIMING	permits children to convey an idea through body actions and facial expressions.
MURALS	may be completed by individuals or groups using various mediums.
SHOE-BOX MOVIES	can be made for the presentation of stories, events, or issues (see APPENDIX B).
CREATIVE WRITING	may include composition of letters or diaries and completion of open-ended statements or stories, as well as other activities.
PRINTING	affords children a means of recording events or personal impressions through various techniques, such as block printing, silk screen printing, etc.
MASKS AND COSTUMES	may be created by individuals or groups for role-playing activities.
COLLAGES	provide a technique for involving all children in artistic expression.
CARTOONS	may be drawn to comment on particular issues or events.
POSTERS	depicting events or attitudes can be created.

Presentations

Perhaps the most fruitful activities from the point of view of skills demanded are those involving group presentations. Individual research and creativity are coupled with group cooperation and organization. Cognitive learnings and affective awareness can be combined to stimulate many individuals simultaneously, reinforcing each one's unique talents and interests. Examples of presentation activities follow:

DRAMATIZATIONS	involve situations, role-playing, events,or imaginary trips (to places or through time).

SUGGESTED ACTIVITIES (continued)

TV BROADCASTS	describe or portray cause-and-effect relationships or analyze situations.
REACTION STORIES	may be narrative accounts dealing with human relations, used to uncover various attitudes and emotions (see APPENDIX B).
TAPES	may be recorded by students and used in conjunction with other activities.

AREAS OF CONTRIBUTIONS AND CONTRIBUTORS

Following is an alphabetical listing of individuals under each subdivision of the three major units in the guide. Cross-references are also provided to other subdivisions where names are listed.

Unit I. Negroes in Early American History

CIVIL WAR AND RECONSTRUCTION

Bruce, Blanche K. (Also LAW AND POLITICS)
Lynch, John R. (Also LAW AND POLITICS)
Pinchback, Pinkney B. S. (Also LAW AND POLITICS)
Smalls, Robert (Also LAW AND POLITICS)

EARLY PURSUIT OF FREEDOM AND EQUALITY

Attucks, Crispus
Beckwourth, James
Bush, George (Also BUSINESS)
Cuffee, Paul (Also BUSINESS)
DuSable, Jean Baptiste
Estevanico
Hall, Prince
Vassa, Gustavus
Washington, George (Also BUSINESS)

UNDERGROUND RAILROAD

Brown, John*
Crandall, Prudence*
Douglass, Frederick
Garrison, William Lloyd*
Henson, Josiah
Lovejoy, Elijah P.*
Ruggles, David
Stowe, Harriet Beecher*
Truth, Sojourner
Tubman, Harriet

WESTWARD MOVEMENT

Fields, Mary
Glenn, George
Ikard, Bose
Love, Nat
Pickett, Bill

*White Americans who involved themselves in activities for the black cause.

AREAS OF CONTRIBUTIONS AND CONTRIBUTORS
(continued)

Unit II. Individual Recognition and Achievement

ART

Barthé, Richmond
Duncanson, Robert
Lawrence, Jacob
Lewis, Edmonia
Tanner, Henry Ossawa
White, Charles

BUSINESS

Anderson, Gertrude E. Fisher
Boyd, Richard Henry (Also RELIGION)
Bush, George (Also EARLY PURSUIT OF FREEDOM AND EQUALITY)
Cuffee, Paul (Also EARLY PURSUIT OF FREEDOM AND EQUALITY)
Garvey, Marcus (Also CIVIL RIGHTS)
Gaston, Arthur G.
Jones, John (Also LAW AND POLITICS)
Merrick, John
Myers, Isaac (Also LAW AND POLITICS)
Spaulding, Asa T.
Walker, "Madame" C. J.
Washington, George (Also EARLY PURSUIT OF FREEDOM AND EQUALITY)
Woods, Granville T. (Also SCIENCE)
Wright, Richard Robert, Sr. (Also EDUCATION)

EDUCATION

Bethune, Mary McLeod
Carver, George Washington (Also SCIENCE)
DuBois, W. E. B. (Also CIVIL RIGHTS)
Franklin, John H. (Also LITERATURE)
Frazier, Edward Franklin
Johnson, Charles S.
Johnson, Mordecai (Also RELIGION)
Locke, Alain L.
Noble, Jeanne L.
Payne, Daniel Alexander (Also RELIGION)
Scarborough, William
Washington, Booker T. (Also CIVIL RIGHTS)
Wright, Richard Robert, Sr. (Also BUSINESS)

LITERATURE

Baldwin, James
Bontemps, Arna
Brooks, Gwendolyn
Dunbar, Paul Lawrence
Franklin, John H. (Also EDUCATION)
Hansberry, Lorraine
Hughes, Langston
Hurston, Zora Neale
Johnson, James Weldon (Also CIVIL RIGHTS)
Jones, LeRoi
Rollins, Charlemae Hill
Rowan, Carl T. (Also LAW AND POLITICS)
Thurman, Howard (Also RELIGION)
Wheatley, Phyllis

AREAS OF CONTRIBUTIONS AND CONTRIBUTORS

Unit II. Individual Recognition and Achievement (continued)

MUSIC: MUSICIANS AND COMPOSERS

Armstrong, Louis "Satchmo"
Bethune, Thomas Greene
Bland, James E.
Burleigh, Harry T. (Also MUSIC: VOCALISTS)
Dawson, William
Ellington, Duke
Handy, William C.
Morton, Ferdinand "Jelly Roll"
Still, William Grant

MUSIC: VOCALISTS

Anderson, Marian
Bailey, Pearl (Also PERFORMING ARTS: ACTORS AND ACTRESSES)
Baker, Josephine (Also PERFORMING ARTS: ACTORS AND ACTRESSES)
Belafonte, Harry (Also PERFORMING ARTS: ACTORS AND ACTRESSES)
Burleigh, Harry T. (Also MUSIC: MUSICIANS AND COMPOSERS)
Davis, Sammy, Jr. (Also PERFORMING ARTS: ACTORS AND ACTRESSES, DANCERS AND CHOREOGRAPHERS)
Fisk Jubilee Singers
Greenfield, Elizabeth Taylor
Hayes, Roland
Holiday, Billy
Horne, Lena (Also PERFORMING ARTS: ACTORS AND ACTRESSES)

MUSIC: VOCALISTS (continued)

Jackson, Mahalia
Price, Leontyne
Robeson, Paul (Also PERFORMING ARTS: ACTORS AND ACTRESSES)
Smith, Bessie
The Supremes
Waters, Ethel (Also PERMORMING ARTS: ACTORS AND ACTRESSES)

PERFORMING ARTS: ACTORS AND ACTRESSES

Aldridge, Ira, Jr.
Bailey, Pearl (Also MUSIC: VOCALISTS)
Baker, Josephine (Also PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS and MUSIC: VOCALISTS)
Belafonte, Harry (Also MUSIC: VOCALISTS)
Brown, James Nathaniel (Also SPORTS)
Cosby, Bill
Davis, Sammy, Jr. (Also PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS and MUSIC: VOCALISTS)
Harrison, Richard B.
Horne, Lena (Also MUSIC: VOCALISTS)
McDaniel, Hattie
Poitier, Sidney
Robeson, Paul (Also MUSIC: VOCALISTS)
Robinson, Bill "Bojangles" (Also DANCERS AND CHOREOGRAPHERS)
Waters, Ethel (Also MUSIC: VOCALISTS)

Unit II. Individual Recognition and Achievement (continued)

PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS

Baker, Josephine (Also MUSIC: VOCALISTS)
Collins, Janet
Davis, Sammy, Jr. (Also PERFORMING ARTS: ACTORS AND ACTRESSES and MUSIC: VOCALISTS)
Dunham, Katherine
Robinson, Bill "Bojangles" (Also PERFORMING ARTS: ACTORS AND ACTRESSES)

RELIGION

Abernathy, Ralph David (Also CIVIL RIGHTS)
Allen, Richard
Boyd, Richard (Also BUSINESS)
Healy, James Augustine
Johnson, Mordecai (Also EDUCATION)
King, Martin Luther, Jr. (Also CIVIL RIGHTS)
Payne, Daniel Alexander (Also EDUCATION)
Powell, Adam Clayton, Jr. (Also CIVIL RIGHTS and LAW AND POLITICS)
Thomas, Paul
Thurman, Howard (Also LITERATURE)
Turner, Henry McNeal

SCIENCE

Banneker, Benjamin
Carver, George Washington (Also EDUCATION)
Drew, Charles
Henson, Matthew
Julian, Percy
Just, Ernest E.
Lawless, Theodore
Matzeliger, Jan
Rillieux, Norbert
Williams, Daniel Hale
Woods, Granville T. (Also BUSINESS)

SPORTS

Aaron, Henry Louis
Ali, Mohammed (Cassius Clay)
Brown, James Nathaniel (Also PERFORMING ARTS: ACTORS AND ACTRESSES)
Campanella, Roy
Chamberlain, Wilton
Gaither, Alonso, "Jake"
Gibson, Althea
Johnson, Rafer
Louis, Joe
Mays, Willie
Owens, Jesse
Paige, Satchel
Robinson, Jackie
Robinson, "Sugar" Ray
Rudolph, Wilma

AREAS OF CONTRIBUTIONS AND CONTRIBUTORS
(continued)

Unit III. Protest and Progress

CIVIL RIGHTS

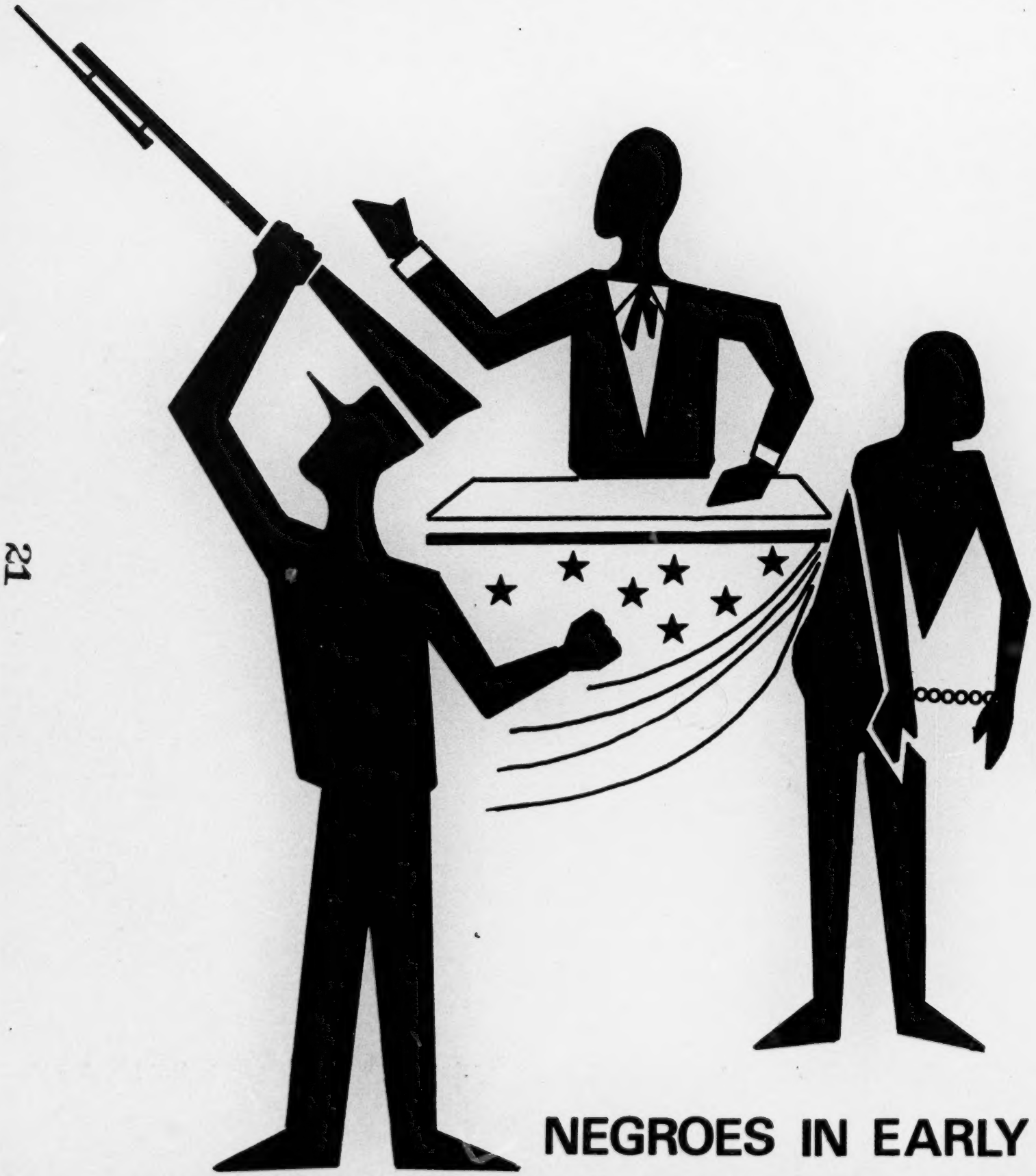
Abernathy, Ralph David (Also RELIGION)
Barnett, Ida B. Wells
Bates, Daisy Gatson
Carmichael, Stokely
DuBois, W. E. B. (Also EDUCATION)
Farmer, James
Garvey, Marcus (Also BUSINESS)
Johnson, James Weldon (Also LITERATURE)
King, Martin Luther, Jr. (Also RELIGION)
Marshall, Thurgood (Also LAW AND POLITICS)
McKissick, Floyd B.
Motley, Constance Baker (Also LAW AND POLITICS)
Powell, Adam Clayton, Jr. (Also LAW AND POLITICS and RELIGION)
Randolph, A. Philip (Also LAW AND POLITICS)
Washington, Booker T. (Also EDUCATION)
White, Walter Francis
Wilkins, Roy
Young, Whitney M.

LAW AND POLITICS

Brooke, Edward W., III
Bruce, Blanche K. (Also CIVIL WAR AND RECONSTRUCTION)
Bunche, Ralph Johnson
Chisholm, Shirley
Conyers, Ralph, Jr.
Davis, Benjamin O., Jr.

LAW AND POLITICS (continued)

Davis, Benjamin O., Sr.
Dawson, William L.
Diggs, Charles D., Jr.
Harris, Patricia Roberts
Hastie, William Henry
Hatcher, Richard G.
Jones, John (Also BUSINESS)
Lynch, John R. (Also CIVIL WAR AND RECONSTRUCTION)
Marshall, Thurgood (Also CIVIL RIGHTS)
Motley, Constance Baker (Also CIVIL RIGHTS)
Myers, Isaac (Also BUSINESS)
Parsons, James B.
Pinchback, Pinkney B. S. (Also CIVIL WAR AND RECONSTRUCTION)
Powell, Adam Clayton, Jr. (Also CIVIL RIGHTS AND RELIGION)
Randolph, A. Philip (Also CIVIL RIGHTS)
Rowan, Carl T. (Also LITERATURE)
Smalls, Robert (Also CIVIL RIGHTS AND RECONSTRUCTION)
Stokes, Carl B.
Townsend, Willard Saxby
Weaver, Robert C.



NEGROES IN EARLY AMERICAN HISTORY

CIVIL WAR AND RECONSTRUCTION

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
BLANCHE K. BRUCE (1841-1897) (Also listed in LAW AND POLITICS) • Registrar of the Treasury • Recorder of Deeds in Washington, D. C. • Served thirty years as a United States Senator from Mississippi during Reconstruction • Defended the rights of all men (See references 1, 3, and 6.) **JOHN R. LYNCH (1847-1939)** (Also listed in LAW AND POLITICS) • United States Congressman from Mississippi during Reconstruction era • One of few Negroes to be elected to serve for three terms • Acted as chairman of the Mississippi Republican State Executive Committee (1881-1889) • Served as Fourth Auditor for the United States Treasury in the Navy • Appointed a Justice of the Peace for Natchez County, Mississippi (See references 2 and 3.)	**Teachers' References** 1. *The Afro-American in the United States History* by Benjamine Da Silva et al. 2. *Great Negroes Past and Present* by Russell L. Adams 3. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr. 4. *Negro-Americans in the Civil War* by Patricia W. Romero and Charles Wesley (The International Library of Negro Life and History) **Children's Books** 5. *One Hundred Years of Negro Freedom* by Arna Bontemps (Grades 6 and up) 6. *Story of the Negro* by Arna Bontemps (Grades 6 and up) **General Reference** *Flight to Freedom: The Story of the Underground Railroad* by Henrietta Buckmaster (Grades 7 and up) **Films** (This film is available from Dade County Public Schools Audio-Visual Services.) *Negro Heroes From American History*, No. 1-05666

CIVIL WAR AND RECONSTRUCTION (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
PINCKNEY BENTON STEWART PINCHBACK (1837-1920) (Also listed in LAW AND POLITICS) • Captain of the Louisiana Native Guards (Negro troup) • Held more elective offices than any other Negro in American history, serving as a senator, lieutenant governor, and governor of Louisiana (for forty-three days) • Introduced the Thirteenth Amendment to the state's constitution, guaranteeing civil rights to all people of the state (See references 2, 3, 5, and 6.) **ROBERT SMALLS (1839-1915)** (Also listed in LAW AND POLITICS) • Official captain of the *Planter,* a supply boat used throughout the Civil War • Achieved fame as a legislator • Winner of twenty medals of honor • Spoke out for bills to provide equal accommodations for Negroes in interstate conveyances (See references 1-4.)	**Notes**

EARLY PURSUIT OF FREEDOM AND EQUALITY

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES

CRISPUS ATTUCKS (1723-1770)

- Runaway slave
- First American to die in the Revolutionary War during the Boston Massacre of 1770

(See references 3-7, 13, and 15.)

JAMES P. BECKWOURTH (1798-1867)

- Explorer, pioneer, and adventurer
- Discovered a pass through the Sierra Nevada, later named Beckwourth Pass
- Became a chief of the Crow Indian tribe

(See references 1, 4, and 6-9.)

GEORGE BUSH (1791-1867)
(Also listed in BUSINESS)

- Negro pioneer and explorer
- Led the first expedition of American settlers to Puget Sound, which served as the basis of the United States' claim to the land south of the 49th parallel
- Purchased the first sawmill and gristmill on Puget Sound
- Received special permission from the government to have clear title to his land

(See reference 4.)

Teachers' References

1. *American Negro Folklore* by J. Mason Brewer
2. *The Black Frontiersmen* by J. Norman Heard
3. *Great Negroes Past and Present* by Russell L. Adams
4. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
5. *In Freedom's Footsteps* by Charles H. Wesley (The International Library of Negro Life and History)
6. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr.
7. *The Pictorial History of the Negro in America* by Langston Hughes and Melton Meltzer.

(The following books are above the sixth-grade reading level and may be suitable for teachers' references.)

8. *The Afro-American in United States History* by Benjamin Da Silva et al.
9. *Pioneers and Patriots: Lives of Six Negroes of the Revolutionary Era* by Lavinia Dobler

Children's Books

10. *Afro-American Contributors to American Life* by John M. Franco (Grades 2-4)
11. *Afro-Americans, Then and Now* by Jane Hurley and Doris Haynes (Grades 2-4)

EARLY PURSUIT OF FREEDOM AND EQUALITY (continued)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
PAUL CUFFEE (1759-1817) (Also listed in BUSINESS) • Early businessman and colonizer • Owned and sailed ships hauling cargo to different parts of the world • Founded the Friendly Society for the Emigration of Free Negroes from America (See references 3-5, 7-9, 11 and 20.) **JEAN BAPTISTE DUSABLE (1745-1818)** • Adventurer and trader • Fur trapper • Chicago's first settler (See references 3-6, 9, 11, and 15-17.) **ESTEVANICO (c. 1500-1539)** • Explorer • Discovered the Seven Cities of Cibola • Credited with the discovery of a territory which comprises the states of Arizona and New Mexico (See references 2-6, 11, and 15.)	**Children's Book (continued)** 12. *American Negro Folklore* by J. Mason Brewer (Grades 5-12) 13. *Crispus Attucks: Boy of Valor* by Dharathula H. Millender (Grades 3-5) 14. *Famous American Negroes* by Langston Hughes (Grades 5 and up) 15. *Famous Negro Heroes of America* by Langston Hughes (Grades 5 and up) 16. "Jean Baptiste Pointe DuSable" by Charlemae Rollins. *Windy Hills* (Singer/Random House Literature Series) (Grade 4) 17. *Jean Baptiste Pointe De Sable: Founder of Chicago* by Shirley Graham (Grades 7 and up) 18. *Jim Beckwourth: Negro Mountain Man* by Harold W. Felton (Grades 7 and up) 19. *Matthew Henson: Arctic Hero* by Sheldon Ripley (Grades 5-7) 20. *Paul Cuffee: America's First Black Captain* by Johanna Johnson (Grades 7 and up)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
PRINCE HALL (1735-1807) • Fraternal leader • Organizer of the first Negro Masonic lodge • Successfully urged the city of Boston to provide schools for free Negro children (See references 3-8.) **GUSTAVUS VASSA (1745-1801)** • Seafarer and colonizer • Appointed by the English Crown to superintend part of a plan to return Africans to their native land • Published his autobiography, the first and fullest account of the life of a free Negro during the Colonial Period (See references 3-6 and 8.) **GEORGE WASHINGTON (1817-1905)** (Also listed in BUSINESS) • Businessman and pioneer • Founded Centralia, Washington (See references 4-8.)	Notes

UNDERGROUND RAILROAD

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES

JOHN BROWN* (1800-1859)

(See references 1, 3, 5-7, and 19.)

PRUDENCE CRANDALL* (1803-1890)

(See references 1, 3, 5, 7, and 20.)

FREDERICK DOUGLASS (1817-1895)

- Foremost abolitionist during his time
- Lecturer and orator; became spokesman for his people

(See references 1-8, 11-14, and 19.)

WILLIAM LLOYD GARRISON* (1805-1879)

(See references 1, 3, 5-7, and 19.)

JOSIAH HENSON (1789-1883)

- Agent for the Underground Railroad
- Assumed "Uncle Tom" personality and helped slaves to escape
- His life said to have been the basis for *Uncle Tom's Cabin*

(See reference 4.)

*White Americans who involved themselves in activities for the Negro cause. See APPENDIX A for biographical information.

Teachers' References

1. *The Afro-American in United States History* by Benjamin Da Silva et al.
2. *Black America Yesterday and Today* by David C. Cook Publishing Company (20 pictures with a 40-page resource booklet)
3. *Great Negroes Past and Present* by Russell L. Adams
4. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
5. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr.
6. *Negro Americans in the Civil War* by Patricia W. Romero and Charles Wesley
7. *Profiles of Negro Womanhood* by Sylvia D. L. Dannett (The International Library of Negro Life and History)

(The following books are above the sixth-grade reading level and may be suitable for teachers' references.)

8. *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry
9. *Life and Times of Frederick Douglass* by Frederick Douglass, edited by Barbara Ritchie
10. *Railroad to Freedom* by Hildegarde Swift
11. *There Was Once a Slave: The Heroic Story of Frederick Douglass* by Shirley Graham

UNDERGROUND RAILROAD (continued)

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
ELIJAH P. LOVEJOY* (1802-1837) (See general references.) **DAVID RUGGLES (1810-1849)** • Conductor of the Underground Railroad • Published quarterly magazine *The Mirror to Liberty*, the first magazine to be edited by a Negro • Struggled for the moral, social, and political elevation of the Negroes of the North (See references 3-5.) **HARRIET BEECHER STOWE* (1811-1896)** (See references 3 and 5.) **SOJOURNER TRUTH (1797-1883)** • Civil War heroine and abolitionist • First black woman orator to speak out against slavery • Given an audience by President Lincoln (See references 1 and 3-7.) *White Americans who involved themselves in activities for the Negro cause. See APPENDIX A for biographical information.	**Children's Books** 12. *Four Took Freedom* by Philip Sterling and Rayford Logan (Grades 6-9) 13. *Frederick Douglass* by Charles P. Graves (Grades 6 and up) 14. *Frederick Douglass: Slave, Fighter, Freeman* by Arna Bontemps (Grades 5-9) 15. *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling (Grades 5-8) 16. *Harriet Tubman: Freedom Girl* by Gertrude Hecker Winders (Grades 4-6) 17. *Harriet Tubman: The Moses of Her People* by Sarah Bradford (Grades 6-9) 18. *The Negro in America* by Earl Spangler (Grades 4-6) 19. *Pioneers in Freedom* by Janet Stevenson (Grades 6 and up) 20. *Prudence Crandall: Woman of Courage* by Elizabeth Yates (Grades 6 and up) 21. *Runaway Slave: The Story of Harriet Tubman* by Ann McGovern (Grades 3-4) **General References** *Flight to Freedom: The Story of the Underground Railroad* by Henrietta Buckmaster *Great American Negroes in Verse* by Eloise Culver

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
HARRIET TUBMAN (1820-1913) • Organizer of the Underground Railroad • Called "Black Moses" of her people • Served as scout, nurse, and spy for the Union Army (See references 1, 2, 4-8, 10, 12, 15-17, 19, and 21.)	**General References (continued)** *A Junior History of the American Negro, Volume One: Discovery to the Civil War* by Morris C. Goodman *The Heritage and Contributions of the American Negro* by Denver Public Schools **Films** (These films are availalbe from Dade County Public Schools Audio-Visual Services.) *Douglass, Frederick: The House on Cedar Hill,* No. 1-13555 *The Negro American,* No. 1-3233 *Negro Heroes From American History,* No. 1-05666 *Profiles in Courage: Frederick Douglass* (Reel 1), No. 1-31108 *Profiles in Courage: Frederick Douglass* (Reel 2), No. 1-31109

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
MARY FIELDS (Not available) • Ran a stagecoach and mail route (See reference 6.) **GEORGE GLENN (Not available)** • Rode the Chisholm Trail in 1870 (See general references.) **BOSE IKARD (1847-1929)** • Born a slave in Mississippi • Black cowboy who could rope and fight • Rode with such men as Charles Goodnight, Oliver Loving, John Chisum, and John Slaughter (See reference 1 and 6.) **NAT LOVE (1854-1921)** • Better known as "Deadwood Dick" • Rounded up cattle and tested his skill in rodeos • Became a railroad porter after the closing of the cattle trail (See references 3-5.)	**Teachers' References** 1. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History) 2. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr. **Children's Books** 3. *Black Cowboy: The Story of Nat Love* by Charlette Clark (Grades 4-6) 4. "Deadwood Dick" by Amy Hogeboom, in *Mountain Peaks* (Singer/Random House Literature Series) (Grade 6) 5. *Nat Love: Negro Cowboy* by Harold W. Felton (Grades 6 and up) 6. *Negroes in the Early West* by Olive W. Burt (Grades 4-6) **General References** *Adventures of the Negro Cowboys* by Phillip Durham and Everette Jones (Grades 6-8) *Black Courage* by A. E. Scharaff (Grades 4-6) *Discovery to the Civil War* by Morris C. Goodman (A Junior History of the American Negro, Volume I) (Grades 6 and up) *The Great American Cowboy* (Learning Activity Package prepared by social studies curriculum writing team of Dade County Public Schools)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
BILL PICKETT (1862-1932) • Black cowboy • Originator of the art of bulldogging or steer wrestling • Once won a bet by wrestling a fighting bull for six minutes (See reference 2.)	**Notes**

INDIVIDUAL RECOGNITION AND ACHIEVEMENT

ART	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
RICHMOND BARTHÉ (1901-) • Sculptor, teacher, lecturer • Awarded a Rosenwald Fellowship • Received citations from the American Academy of Arts and Letters • Commissioned by the Haitian Government in 1950 to do two special monuments • Sculptor of both heroic and miniature art work • Represented in the Metropolitan Museum of Art, New York; the Hackley Museum at Oberlin College; Pennsylvania Academy of Fine Arts, Philadephia Museum; Atlanta University; and the Art Institute of Chicago (See references 1 and 7-10.) **ROBERT DUNCANSON (1821-1871)** • Muralist and painter of the American West • Recognized by many as "the most accomplished American Negro painter of the 1840s and 50s" • His paintings "Trial of Shakespeare" and "Blue Hole" on view in Cincinnati (See references 3 and 7-9.)	**Notes**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
JACOB LAWRENCE (1917-) • Painter • Noted for his sophisticated yet primitive style of painting • Created two-dimensional works dealing with episodes in Negro life and history (See references 3 and 7-9.) **EDMONIA LEWIS (1845-1890)** • Pioneer woman sculptor • Began her career under the guidance of William Lloyd Garrison • Selected works: "Hiawatha," "The Marriage of Hiawatha," "The Departure of Hiawatha," "Madonna with the Infant," and "Forever Free" (See references 1 and 7-9.) **HENRY OSSAWA TANNER (1859-1937)** • Recipient of medals and awards for outstanding work in art • Concentrated on paintings of religious subjects • Known for his paintings "Daniel in the Lion's Den," "Resurrection of Lazarus," "The Flight into Egypt," and "Christ Walking on the Water" (See references 1, 3, and 7-10.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
CHARLES WHITE (1918-) • Recognized by many as one of America's foremost contemporary artists • Won a Rosenwald Fellowship, a John Hay Whitney Fellowship, a National Institute of Arts and Letters Grant • Concentrated on spirituals in many of his works (See references 1, 7, and 9.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
GERTRUDE E. FISHER ANDERSON (1894-) • Originator, owner, manufacturer of Nanette Homemade Candies • Began making candy with crude equipment for sale at churches, schools, and organizations • Expanded her business, hired other workers, installed modern equipment (See reference 2.) **RICHARD HENRY BOYD (1760-1831)** (Also listed in RELIGION) **GEORGE BUSH (1791-1867)** (Also listed in EARLY PURSUIT OF FREEDOM AND EQUALITY) **PAUL CUFFEE (1759-1817)** (Also listed in EARLY PURSUIT OF FREEDOM AND EQUALITY) **MARCUS GARVEY (1887-1940)** (Also listed in CIVIL RIGHTS) **ARTHUR G. GASTON (1892-)** • Self-made millionaire • President and owner of seven different companies and corporations in Birmingham, Alabama, with assets totaling more than eleven million dollars • Started the Booker T. Washington Burial Society with thirty-five dollars and developed it into an incorporated insurance company (See references 1 and 3.)	**Teachers' References** 1. *Great Negroes Past and Present* by Russell L. Adams 2. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History) 3. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr. 4. *Profiles of Negro Womanhood* by Sylvia G. L. Dannett (The Negro Heritage Library) **Notes**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
JOHN JONES (1817-1879) (Also listed in LAW AND POLITICS) • A prominent citizen of Chicago, born free in North Carolina • Gained a fortune from the tailoring business • Worked with John Brown and Frederick Douglass in the abolitionist movement; used his home as an Underground Railroad Station (See references 1 and 2.) **JOHN MERRICK (1859-1921)** • Founder of the North Carolina Mutual Life Insurance Company, one of the largest and most successful businesses owned and controlled by Negroes (See reference 2.) **ISAAC MYERS (1835-1891)** (Also listed in LAW AND POLITICS) **ASA T. SPAULDING (1902-)** • President of North Carolina Mutual Life Insurance Company • Trustee of Howard and Shaw Universities • Appointed to the National Advisory Committee for Minority Affairs in the United States (See reference 2.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
"MADAME" C. J. WALKER (1869-1919) • Millionaire cosmetic manufacturer • Developed a hot iron, or straightening comb, to remove tight curls from hair • Attained a sizable fortune from her cosmetic factory and school in Indianapolis • Associated with many philanthropic activities for Negroes (See references 1-4.) **GEORGE WASHINGTON (1817-1905)** (Also listed in EARLY PURSUIT OF FREEDOM AND EQUALITY) **GRANVILLE T. WOODS (1856-1910)** (Also listed in SCIENCE) **RICHARD ROBERT WRIGHT, SR. (1855-1945)** (Also listed in EDUCATION) • Leader in the fields of banking and education • Founder and president of the Citizens and Southern Bank and Trust Company of Philadelphia • Served as president of the National Negro Bankers' Association • Founded Savannah (Georgia) State College (See reference 2.)	Notes (continued)

EDUCATION

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES

MARY MCLEOD BETHUNE (1875-1955)

- Teacher, educator
- Advisor to presidents
- Founder of the National Council of Negro Women
- Founded Daytona Normal and Industrial Institute for Negro Girls, which was united in 1923 with Cookman Institute to form Bethune-Cookman College
- Was president of Bethune-Cookman College until 1942
- Opened a school for migrant children in Daytona Beach, Florida, in 1924
- Chosen as one of the fifty great women of America

(See references, 1-4, 6-8, 11, and 12.)

GEORGE WASHINGTON CARVER (1864-1943)
(Also listed in SCIENCE)

W. E. B DUBOIS (1868-1963)
(Also listed in CIVIL RIGHTS)

- Chief writer and spokesman for the Negroes before the turn of the century
- One of the founders of the NAACP
- Opposed Booker T. Washington's philosophy of Negro education, which emphasized vocational training
- Believed in a liberal arts training
- Emigrated to Ghana (Africa) and became a citizen of that country

Teachers' References

1. *The Afro-American in the United States History* by Benjamin Da Silva et al.
2. *Black American Leaders* by Margaret B. Young
3. *Great Negroes—Past and Present* by Russell L. Adams
4. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
5. *Lift Every Voice* by Dorothy Sterling
6. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr.
7. *Profiles of Negro Womanhood* by Sylvia G. L. Dannett

Children's Books

8. *Afro-American Contributors to American Life* by John M. Franco et al. (Grades 6-9)
9. *Afro-Americans, Then and Now* by Jane Hurley and Doris McGee Haynes (Grades 2-4)
10. *Booker T. Washington: Ambitious Boys, by Roman* Stevenson (Grades 3-4)
11. *The Story of Mary McLeod Bethune: She Wanted to Read* by Ella Kaiser Carruth (Grades 2-4)
12. *Women of Courage* by Dorothy Nathan (Grades 5-8)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
W. E. B. DUBOIS (continued) • Became a member of the Communist Party in 1961 (See references 1-6.) **JOHN H. FRANKLIN (1915-)** (Also listed in LITERATURE) • Historian • Served as professor of American history at the University of Chicago and as visiting professor at St. John's College • Wrote *From Slavery to Freedom,* generally considered the best history of the American Negro (See references 4 and 6.) **EDWARD FRANKLIN FRAZIER (1894-1962)** • Author, scholar, sociologist • Studied sociology of the black race • Served as president of the American Sociological Society (See references 4 and 6.) **CHARLES S. JOHNSON (1893-1956)** • Educator, social scientist • First Negro to serve as president of Fisk University, which was founded in 1865 in Nashville, Tennessee • Author of many books that reveal the status and strivings of the Negro on farms and in the cities (See references 3 and 4.)	**General Reference** *Afro-American History and Culture,* Publication No. 333, St. Paul Public Schools, St. Paul, Minnesota, 1968

EDUCATION (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
MORDECAI JOHNSON (1890-) (Also listed in RELIGION) • Orator, educator • University president • Baptist minister (See references 1, 3, 4, and 6.) **ALAIN L. LOCKE (1886-1954)** • Scholar, philosopher, author • First Negro to be elected president of the National Council of Adult Education • Received a Rhodes Scholarship to study at Oxford in 1907 (See references 3, 4, and 6.) **JEANNE L. NOBLE (1926-)** • Associate professor at New York University • Served on the Board of Higher Education of New York City as research assistant in the program of guidance and school counseling • Received the Pi Lambda Theta Research Award for her book *The Negro Woman's College Education* (See references 4 and 6.) **DANIEL ALEXANDER PAYNE (1811-1893)** (Also listed in RELIGION)	**Notes**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
WILLIAM SCARBOROUGH (1852-1926) • Became president of Ohio's Wilberforce University in 1908 • Proficient in languages, including Greek, Latin, and Hebrew (See references 3 and 4.) **BOOKER TALIAFERRO WASHINGTON (1856-1915)** (Also listed in CIVIL RIGHTS) • Founder and principal of Tuskegee Institute • First Negro to receive an honorary degree from Harvard (See references 1-6 and 8-10.) **RICHARD ROBERT WRIGHT, SR. (1855-1945)** (Also listed in BUSINESS)	**Notes (continued)**

LITERATURE

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES

JAMES BALDWIN (1924-)

- Author, playwright
- Winner of Rosenwald Fellowship
- Received a Saxton Trust award at twenty-one to help him complete a novel
- Wrote many best sellers (See references 2, 4, 5, and 6.)
- His play *Blues for Mister Charlie* produced off Broadway in 1964

(See references 1-6, 8-10, and 13.)

ARNA BONTEMPS (1902-)

- Poet, novelist, dramatist
- One of the most productive writers of the 20th century
- Awarded Poetry Prize from *Crisis* magazine, the Alexander Pushkin Prize, and the Rosenwald and Guggenheim Fellowships

(See references 3, 7-10, 13, 20, and 21.)

GWENDOLYN BROOKS (1917-)

- Poet
- First Negro to win the Pulitzer Prize for poetry
- Poet laureate of Illinois

(See references 1, 3, 7-10, 12, and 15.)

Teachers' References

1. *The Afro-American in United States History* by Benjamin Da Silva et al.
2. *Another Country* by James Baldwin
3. *Black America Yesterday and Today* by David C. Cook Publishing Company (twenty pictures with a forty-page resource booklet)
4. *Blues for Mr. Charlie* by James Baldwin
5. *Go Tell It on the Mountain* by James Baldwin
6. *Going to Meet the Man* by James Baldwin
7. *Great Negroes Past and Present* by Russell L. Adams
8. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
9. *The Negro Almanac* by Harry A. Ploski and Roscoee C. Brown, Jr.
10. *A Pictorial History of the Negro in America* by Langston Hughes and Milton Maltzer
11. *Selected Poems of Langston Hughes* by Langston Hughes

Children's Books

12. *Afro-Americans, Then and Now* by Jane Hurley and Doris McGee Haynes (Grades 2-4)
13. *Black Magic–A Pictorial History of the Negro in American Entertainment* by Langston Hughes and Milton Meltzer (Grades 6 and up)

LITERATURE (continued)

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES

PAUL LAWRENCE DUNBAR (1872-1906)

- Best known for his poetry both in conventional English and in dialect (See references 1, 3, 7-10, 12, 17, 22, and 23.)

JOHN HOPE FRANKLIN (1915-)
(Also listed in EDUCATION)

LORRAINE HANSBERRY (1930-1965)

- Noted playwright
- Wrote the best-known play by a black writer, *A Raisin in the Sun*

(See references 1, 9, and 13.)

LANGSTON HUGHES (1902-1967)

- Best known as a poet, but also wrote novels, plays, histories, songs, biographies, children's books
- Awarded Witter Bynner Prize, Rosenwald and Guggenheim fellowships, Amsfield-Wolfe Award, and Spingarn Medal
- His works translated into more than twenty-five languages

(See references 1, 3, 7-11, 13, and 19.)

ZORA NEALE HURSTON (1903-1960)

- Novelist
- Born and reared in an all-Negro town, Eatonville, Florida

Children's Books (continued)

14. *The Book of American Negro Spirituals* by James Weldon Johnson and J. Rosamond Johnson (All grades)
15. *Bronzeville Boys and Girls* by Gwendolyn Brooks (Grades 2-6)
16. *Christmas Gif'* by Charlemae Hill Rollins (All grades)
17. *Complete Poems of Paul Lawrence Dunbar* by Paul Lawrence Dunbar (All grades)
18. *Famous American Negroes* by Langston Hughes (Grades 5 and up)
19. *First Book of Jazz* by Langston Hughes (Grades 4 and up)
20. *Frederick Douglass: Slave, Fighter, Freeman* by Arna Bontemps (Grades 5-9)
21. *Golden Slippers: An Anthology of Negro Poetry* by Arna Bontemps (All grades)
22. *Little Brown Baby* by Paul Lawrence Dunbar (All grades)
23. *That Dunbar Boy* by Jean Gould (Grades 5 and up)
24. *The Story of Phyllis Wheatley: Poetess of the American Revolution* by Shirley Graham (Grades 5-6)

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
ZORA NEALE HURSTON (continued) • Wrote books of folklore, plays, librettos (See references 8-10.) **JAMES WELDON JOHNSON (1871-1938)** (Also listed in CIVIL RIGHTS) • Poet, lyricist, critic • First Negro lawyer in Florida • Lyricist for "Lift Every Voice and Sing," often referred to as the Negro National Anthem • Born in Jacksonville, Florida (See references 1, 3, 7-10, 13 and 14.) **LEROI JONES (1934-)** • Poet and dramatist • Received a John Hay Whitney Fellowship for poetry and fiction in 1961 • Wrote the play *The Dutchman,* which opened in New York in 1964 • Considered by critics to be one of the most promising modern American playwrights (See references 10,11, and 13.)	**General References** *Afro-American History and Culture,* St. Paul Public Schools, Publication No. 333, 1968 *Books of Negro Folklore* by Langston Hughes *The Poetry of the Negro* by Langston Hughes *Word Pictures of Great Negroes* by Elise P. Derricotte **Records** (The following album is available at the Dade County Public Schools Audio-Visual Services, or it may be ordered from Mrs. Dorothy Conley Elam, Rt. 2, Box 371 C, Berlin, New Jersey, 08009.) *Historical Interpretation of Negro Spirituals and Lift Every Voice and Sing,* No. 4-40654 **Notes**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
CHARLEMAE HILL ROLLINS (Not available) • Author of Negro biographies • Chairman of the revision committee for *We Build Together,* a bibliography of books by and about Negroes (See references 9 and 16.) **CARL T. ROWAN (1925-)** (Also listed in LAW AND POLITICS) **HOWARD THURMAN (1900-)** (Also listed in RELIGION) **PHYLLIS WHEATLEY (1753-1784)** • Recognized poetess • Slave who began writing poetry in her early teens (See references 1, 3, 7-10, 12, 18, and 24.)	**Notes (continued)**

MUSIC

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES

Musicians and Composers

LOUIS "SATCHMO" ARMSTRONG (1900-1971)

- Jazz trumpeter
- Gave several command performances before the King and Queen of England
- Starred in several motion picture films

(See references 2-5, 7, 8, 10, 12, 14, 18, 21, 23, and 24.)

THOMAS GREENE BETHUNE (1849-1908)

- Blind pianist and composer of pure African descent
- Widely known as "Blind Tom"
- Wrote his first musical composition at the age of five
- Toured Europe and America performing a repertoire of over seven hundred songs

(See references 2, 3, 10, and 26.)

JAMES BLAND (1854-1911)

- Composer of minstrel songs such as "Oh, Dem Golden Slippers," "In the Evening by the Moonlight," and "Carry Me Back To Old Virginia" (official state song of Virginia)
- Minstrel show performer
- Musician (banjo)

Teachers' References

1. *Actor in Exile: The Life of Ira Aldridge* by Mary Malone
2. *The Afro-American in United States History* by Benjamin Da Silva et al.
3. *The American Negro Reference Book* edited by John P. Davis
4. *Black Magic: A Pictorial History of the Negro in American Entertainment* by Langston Hughes and Milton Meltzer
5. *Black Music* by LeRoi Jones
6. *From Slavery to Freedom: A History of Negro Americans* by John Hope Franklin
7. *Giants of Jazz* by Louis Terkel
8. *Great Negroes Past and Present* by Russell L. Adams
9. *His Eye Is on the Sparrow* by Ethel Waters
10. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
11. *Lilies of the Field* by William E. Barrett
12. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr.
13. *The Negro in Our History* by Carter G. Woodson and Charles H. Wesley
14. *A Pictorial History of the Negro in America* by Langston Hughes and Milton Meltzer

MUSIC (continued)

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES

Musicians and Composers (continued)

JAMES BLAND (continued)

- Gave a command performance at Buckingham Palace for Queen Victoria

(See references 3, 4, 8, 10, 12, 14, 23, and 26.)

HARRY T. BURLEIGH (1866-1949)
(Also listed in MUSIC: VOCALISTS)

WILLIAM DAWSON (1898-)

- Composer, arranger
- Former director of the Tuskegee Institute Choir
- Wrote well-known spirituals, including "I Couldn't Hear Nobody Pray" and "My Lord, What A Morning"
- Sent to Spain by the United States State Department to train Spanish choral groups to sing Negro spirituals

(See references 2-4, 8, 10, and 13.)

DUKE ELLINGTON (1899-)

- Jazz pianist, composer, orchestra leader
- Composed such hits as "Mood Indigo" and "Sophisticated Lady"
- Voted the most popular dance orchestra leader in 1931 and 1940

(See references 2-5, 7, 8, 10, 12-14, and 23.)

SUGGESTED RESOURCES

Teachers' References (continued)

15. *Profiles of Negro Womanhood* by Sylvia G. L. Dannett

Teachers' References

16. *A Raisin in the Sun* by Lorraine Hansberry
17. *A Touch of Innocence* by Katherine Dunham
18. *Trumpeter's Tale: The Story of Young Louis Armstrong* by Jeanette Eaton
19. *Yes, I Can: The Story of Sammy Davis, Jr.* by Sammy Davis, Jr. with Jane and Burt Boyar

Children's Books

20. *Afro-American Contributors to American Life* by John M. Franco (Grades 2-4)
21. *Afro-Americans, Then and Now* by Jane M. Hurley and Doris M. Haynes (Grades 2-4)
22. *Famous American Negroes* by Langston Hughes (Grades 5 and up)
23. *Famous Negro Music Makers* by Langston Hughes (Grades 6-10)
24. *First Book of Jazz* by Langston Hughes (Grades 4 and up)
25. *Great American Negroes in Verse* by Elois Culver (Grades K-6)
26. *The Negro in America* by Earl Spangler (Grades 4-6)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Musicians and Composers (continued) **WILLIAM C. HANDY (1873-1958)** • Bandmaster, cornetist, composer • Former director of music at Alabama A & M University • Often called "Father of the Blues" (See references 2-4, 8, 10, 12-14, 24, and 26.) **FERDINAND "JELLY ROLL" MORTON (1885-1941)** • Ragtime pianist, composer, blues singer • Composer of "Tiger Rag" (See references 2-4, 12, 23, and 24.) **WILLIAM GRANT STILL (1895-)** • Conductor, composer • First Negro to lead a major orchestra in the performance of serious music • Won the Harmon Award for his contributions to music in 1927 • Received the Guggenheim and Rosenwald fellowships (See references 2-4, 6, 8, 10, 12, 14, and 23.)	**Children's Books (continued)** 27. *Singers of the Blues* by Frank Surge (Grades 6 and up) 28. *Word Pictures of Great Negroes* by Elise Derricotte (Grades 3-4) **General References** *Ballads, Blues, and the Big Beat* by Donald Myrus *Black and White* by David Arkin and Earl Robinson (Grades 2-7) *The Books of American Negro Spirituals* by James W. Johnson and J. Rosamond Johnson *Great American Negroes* by Ben Richardson (Grades 6 and up) *A Junior History of the American Negro: Volume Two, Civil War to Civil Rights War* by Morris G. Goodman (Grades 6 and up) *Negro Art, Music and Rhyme* by Helen A. Whitney (Grades K-3) *Play Songs of the Deep South* by Altona Trent-Johns (All grades) *They Showed the Way: Forty American Negro Leaders* by Charlemae Hill Rollins (Grades 5-8) *Things That Go Bang* by Lisl Weil (Grades K-3) **Records** (The following records are available from the Dade County Public Schools Audio-Visual Services.)

MUSIC (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
Musicians and Composers (continued)	**Records (continued)** *Historical Interpretation of Negro Spirituals: Lift Every Voice and Sing,* No. 4-40654 *Spirituals,* (four records) No. 4-30050, No. 4-30019, No. 4-40212, No. 4-40319 (The following records may be purchased from record shops.) *Great Spirituals* sung by Marian Anderson *He's Got the Whole World in His Hands* sung by Marian Anderson *Bless This House* sung by Mahalia Jackson *Spirituals* sung by the Howard University Choir *Tuskegee Institute Choir Spirtuals* *Bless This House* sung by the Fisk Jubilee Singers (The following records may be ordered from the companies listed.) *The Negro People in America.* Heirloom Records, Songs and Ballads. Brookhaven, New York *Negro Folk Music of Africa and America.* Notes by Richard Waterman and Harold Courlander. Ethnic Folkways Library (FE 5400), 2 records *Songs of the American Negro Slaves.* Folkways Scholarship Records. 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
Vocalists **MARIAN ANDERSON (1908-)** • Contralto • First Negro to sing at the Metropolitan Opera • Received the Spingarn Medal for achievements in the field of music • Appointed United States delegate to the 13th General Assembly of the United Nations (See references 2-4, 6, 8, 10, 12-14, 20-23, 25, and 26.) **PEARL BAILEY (1918-)** (Also listed in PERFORMING ARTS: ACTORS AND ACTRESSES) • Comedienne, singer, Broadway star • Won the Donaldson Award as the most promising new performer in 1946 • Recently starred in the musical *Hello Dolly* with an all-Negro cast (See references 3, 4 and 12.) **JOSEPHINE BAKER (1906-)** (Also listed in PERFORMING ARTS: ACTORS AND ACTRESSES and PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS) **HARRY BELAFONTE (1927-)** (Also listed in PERFORMING ARTS: ACTORS AND ACTRESSES) • Folk singer, actor, composer, producer	Refer to references in MUSIC: MUSICIANS AND COMPOSERS. **Notes**

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
Vocalists (continued) **HARRY BELAFONTE (continued)** • Only Negro producer to receive awards for several TV specials (See references 2-4, 12, and 14.) **HARRY T. BURLEIGH (1866-1949)** (Also listed in MUSIC: MUSICIANS AND COMPOSERS) • Baritone soloist • First Negro to sing in the choir of Temple Emanu-El in New York • Received the Spingarn Award for contributions to the progress of the Negro in music (See references 2-4, 8, 10, and 12.) **SAMMY DAVIS, JR. (1925-)** (Also listed in PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS and PERFORMING ARTS: ACTORS AND ACTRESSES) **FISK JUBILEE SINGERS** • Brought fame to the Negro spiritual • Toured America and Europe to raise money to keep Fisk University open (See references 2-4, 6, 12, 14, 15, 23, and 26.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Vocalists (continued) **ELIZABETH TAYLOR GREENFIELD (1809-1876)** • First American Negro concert singer to win more than local recognition • Had an unusual voice range of twenty-seven notes • Gave a command performance before Queen Victoria at Buckingham Palace (See references 3, 4, 8, 10, 14, and 15.) **ROLAND HAYES (1887-)** • First Negro singer to give a concert at Carnegie Hall • Gave a command performance in London in 1920 • Received Spingarn Medal in 1924 (See references 2-4, 8, 10, 12, 14, and 23.) **BILLIE HOLIDAY (1915-1959)** • Jazz singer • One of the first Negro singers to perform regularly on a coast-to-coast radio network (See references 2-5, 7, 8, 12, and 27.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Vocalists (continued) **LENA HORNE (1917-)** (Also listed in PERFORMING ARTS: ACTORS AND ACTRESSES) • Singer, actress • First black woman ever to sign a term contract in films (See references 2-4, 10,12-14, 23, and 26.) **MAHALIA JACKSON (1911-)** • Gospel singer • Recorded the first gospel hit to sell more than a million copies (See references 2-4, 12, and 23.) **LEONTYNE PRICE (1927-)** • Lyric soprano • Made extensive foreign concert tours under the auspices of the State Department (See references 2-4, 6, 10, 12,14, and 26.) **PAUL ROBESON (1898-)** (Also listed in PERFORMING ARTS: ACTORS AND ACTRESSES) • Baritone singer, actor • First Negro to play a title role in a Broadway production (See references 2-4, 8, 10, 12, and 26.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Vocalists (continued) **BESSIE SMITH (1894-1937)** • One of the first of the great jazz vocalists (See references 2-4, 7, 12, 13, 23, and 27.) **THE SUPREMES** • One of the most popular female vocal groups of the 60's (See references 2, 4, and 12.) **ETHEL WATERS (1900-)** (Also listed in PERFORMING ARTS: ACTORS AND ACTRESSES)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Actors and Actresses **IRA FREDERICK ALDRIDGE (1805-1867)** • Actor • His best role believed to be in *Othello* at the Royalty Theatre in London • Received a title from the King of Prussia • Awarded the Cross of Leopold by the Czar of Russia • Received the Maltese Cross from the city of Bern • Honored with an Ira Aldridge Memorial Chair in the Shakespeare Memorial Theater at Stratford-on-Avon (See references 1-4, 8, 10, 12, 14, 26, and 28.) **PEARL BAILEY (1918-)** (Also listed in MUSIC: VOCALISTS) **JOSEPHINE BAKER (1906-)** (Also listed in MUSIC: VOCALISTS and PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS) **HARRY BELAFONTE (1927-)** (Also listed in MUSIC: VOCALISTS) **JAMES NATHANIEL BROWN (1936-)** (Also listed in SPORTS) **BILL COSBY (1938-)** • Actor, comedian • First black actor ever to star in a network television series ("I Spy")	Refer to references in MUSIC: MUSICIANS AND COMPOSERS. **Notes**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Actors and Actresses (continued) **BILL COSBY (continued)** • First Negro to win an Emmy Award (See references 2, 4, and 12.) **SAMMY DAVIS, JR. (1925-)** (Also listed in MUSIC: VOCALISTS and PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS) • Song-and-dance man, actor on Broadway and in films, comedian • Former member of the Will Mastin Trio • Began as an entertainer at the age of three • Achieved success in many films, including *Anna Lucasta; Ocean's 11; Sergeants Three;* and *Porgy and Bess,* in which he played "Sportin' Life" • Starred in Broadway musicals *Golden Boy* and *Mr. Wonderful* • Requested by Queen Elizabeth of England to appear at the annual Command Performance at Victoria Palace • Published his autobiography, *Yes, I Can,* in 1965 (See references 2-4, 12, and 19.)	Notes (continued)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Actors and Actresses (continued) **RICHARD B. HARRISON (1864-1935)** • Drama instructor • Known for his role as "De Lawd" in the stage production of *Green Pastures;* performed "De Lawd" 1,656 times • Won the Spingarn Medal in 1930 (See references 2, 4, 8, 10, 12, and 14.) **LENA HORNE (1917-)** (Also listed in MUSIC: VOCALISTS) **HATTIE MCDANIEL (1898-1952)** • Actress • Referred to as the "colored Sophie Tucker" • Played stereotyped role of "Mammy" • Received from the Academy of Motion Picture Arts and Sciences the Oscar award for best supporting actress for her performance in *Gone with the Wind* (See references 2-4, 10, and 12.) **SIDNEY POITIER (1927-)** • Actor • First Negro nominated for an Academy Award—in recognition of his performance in *The Defiant Ones*	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Actors and Actresses (continued) **SIDNEY POITIER (continued)** • First Negro to win an Oscar for a leading role—in recognition of his performance in *Lilies of the Field* • Won the Sylvania TV Award in 1950 • Starred in the stage play *A Raisin in the Sun* in 1958 **PAUL ROBESON (1898-)** (Also listed in MUSIC: VOCALISTS) **BILL "BOJANGLES" ROBINSON (1878-1949)** (Also listed in PERFORMING ARTS: DANCERS AND CHOREOGRAPHERS) **ETHEL WATERS (1900-)** (Also listed in MUSIC: VOCALISTS) • Dramatic actress • Member of Billy Graham's "Crusade for Christ" • Appeared on Broadway in 1927 • Published her autobiography in 1951 (See references 2-4, 8-10, 12, 14, 21, and 23.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
Dancers and Choreographers **JOSEPHINE BAKER (1906-)** (Also listed in MUSIC: VOCALISTS and PERFORMING ARTS: ACTORS AND ACTRESSES) • Singer, dancer • Awarded decoration for her wartime activities as nurse and entertainer for French forces (See references 2-4 and 12.) **JANET COLLINS (Not available)** • First black prima ballerina at the Metropolitan Opera (See references 4 and 12.) **SAMMY DAVIS, JR. (1925-)** (Also listed in MUSIC: VOCALISTS and PERFORMING ARTS: ACTORS AND ACTRESSES) **KATHERINE DUNHAM (1910-)** • Dancer, choreographer • First black choreographer at the Metropolitan Opera House, in charge of the ballet for a new production of *Aida* (See references 3, 4, 8, 10, 12, 13, 17.)	Refer to references in MUSIC: MUSICIANS AND COMPOSERS. **Notes (continued)**

PERFORMING ARTS (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
Dancers and Choreographers (continued) **BILL "BOJANGLES" ROBINSON (1878-1949)** (Also, listed in PERFORMING ARTS: ACTORS AND ACTRESSES) • Known as "King of the Tap Dancers" • Starred in the first all-Negro talking movie (See references 2-4, 12, and 23.)	**Notes (continued)**

RELIGION

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
RALPH DAVID ABERNATHY (1926-) (Also listed in CIVIL RIGHTS) **RICHARD ALLEN (1760-1831)** • Organizer and first bishop of the African Methodist Episcopal Church • Participated in a movement to relocate Negroes in Canada (See references 1-4, 6, and 7.) **RICHARD HENRY BOYD (1843-1922)** (Also listed in BUSINESS) • Baptist minister and founder of the National Baptist Publishing Board • Organizer of missionary centers abroad • Founder and president of the Nashville Globe Publishing Company and the National Baptist Church Supply Company (See reference 3.) **JAMES AUGUSTINE HEALY (1830-1900)** • First Catholic Bishop of African descent in the United States • Presided over the Diocese of Maine and New Hampshire for twenty-five years • Graduated with honors in the first graduating class from Holy Cross College (See references 2 and 6.)	**Teachers' References** 1. *Black America Yesterday and Today* by David C. Cook Publishing Company (Twenty pictures with forty-page resource booklet) 2. *Great Negroes–Past and Present* by Russell L. Adams 3. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History) 4. *In Freedom's Footsteps* by Charles H. Wesley (The International Library of Negro Life and History) (The following books are above the sixth-grade reading level and may be suitable for teachers' references.) 5. *Howard Thurman: Portrait of a Practical Dreamer* by Elizabeth Yates (Grade 6 and up) **Children's Books** 6. *The Negro in America* by Earl Spangler (Grades 4-6) 7. *Under the New Roof: Five Patriots of the Young Republic* by Esther Douty (Grades 4-6) 8. *The Unfinished March* by Carol F. Drisko and Edgar A. Toppin (Grades 4-6) **General Reference** *The Heritage and Contributions of the Negro American* by Denver Public Schools

RELIGION (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
MORDECAI JOHNSON (1890-) (Also listed in EDUCATION) **MARTIN LUTHER KING, JR. (1929-1968)** (Also listed in CIVIL RIGHTS) **DANIEL ALEXANDER PAYNE (1811-1893)** (Also listed in EDUCATION) • First Negro president of Wilberforce University in Ohio • Educator of the African Methodist Episcopal Church • Responsible for the formal education of African Methodist Episcopal ministers (See references 2-4.) **ADAM CLAYTON POWELL, JR. (1908-)** (Also listed in CIVIL RIGHTS and LAW AND POLITICS) **PAUL THOMAS (1773-1831)** • Pioneer Baptist clergyman • Began the movement for independent Baptist churches for Negroes in America (See reference 2.) **HOWARD THURMAN (1900-)** (Also listed in LITERATURE) • Clergyman, philospher • Professor and Dean of Chapel, Boston University • International speaker (See references 3 and 5.)	Notes

RELIGION (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
HENRY MCNEAL TURNER (1833-1915) • Methodist bishop, politician, orator, philosopher • Appointed by President Lincoln as the first Negro chaplain to the black troops • Served as a member of the state constitutional convention of Georgia • Compiled a hymnbook and wrote a catechism for the African Methodist Episcopal Church (See references 2, 3, and 8.)	**Notes (continued)**

SCIENCE

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES

BENJAMIN BANNEKER (1731-1806)

- Inventor, mathematician, gazetteer
- Surveyor on a team which helped lay out the blueprint for Washington, D. C.
- Publisher of an almanac
- Made a wooden striking clock, believed to be the first made wholly in America

(See references 1 and 3-6.)

GEORGE WASHINGTON CARVER (1864-1943)
(Also listed in EDUCATION)

- Born a slave, the first Negro to attend Simpson College in Indianola, Iowa
- First Negro to serve on the faculty of the present Iowa State University
- Discovered 300 new uses for the peanut
- Produced many products from the soybean and sweet potato
- His ideas on agriculture published by the Department of Agriculture for farmers all over the world
- Named a Fellow of the Royal Society, London; received the Spingarn Medal in 1923
- Donated his life's savings to the George Washington Carver Foundation

(See references 3-5 and 10-13.)

Teachers' References

1. *Benjamin Banneker: The Man Who Saved Washington* by Claude Lewis
2. *Charles Richard Drew: Pioneer in Blood Research* by Richard Hardwick
3. *Great Negroes Past and Present* by Russell L. Adams
4. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
5. *The Negro Almanac* compiled and edited by Harry A. Ploski and Roscoe C. Brown, Jr.

Children's Books

6. "Benjamin's Clock" by Ann King. *Ventures.* (The New Basic Readers Series; Scott, Foresman and Company) (Grade 4)
7. *Blood Brothers: Four Men of Science* by Emma Gelders Sterne (Grades 5-8)
8. *Charles Drew* by Roland Bertol (Grades 3-5)
9. "Dr. Dan" by Helen Buckler. *Open Highways,* Book 4. (Scott, Foresman and Company) (Grade 4)
10. *George Carver: Boy Scientist* by Augusta Stevenson (Grades 3-4)
11. *George Washington Carver: The Story of a Great American* by Anne Terry White (Grades 6-8)
12. *The Real Book About George Washington Carver* by Harold Coy (Grades 3-7)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
CHARLES DREW (1904-1950) • Pioneer blood plasma researcher • Director of the American Red Cross during World War II • Discovered ways and means of preserving blood plasma, founded first blood banks • Saved hundreds of thousands of lives during World War II (See references 2-5, 7, and 8.) **MATTHEW HENSON (1867-1955)** • Polar explorer • Accompanied Admiral Robert Peary to the North Pole and was first man actually to reach the Pole (See references 3 and 5.) **PERCY JULIAN (1898-)** • Chemist • Helped create derivative drugs used by sufferers of arthritis • Extracted an ingredient from the soybean to relieve inflammatory arthritis • Successfully composed the drug used in medicine for treatment of glaucoma (See references 4 and 5.)	**Children's Books (continued)** 13. *A Weed is a Flower: The Life of George Washington Carver* by Aliki Brandenberg (Grades K-3) **General References** *Britannica Junior Encyclopedia* (Entry according to contributor's name) *Compton's Encyclopedia* (Entry according to contributor's name) *Encyclopedia Britannica* (Entry according to contributor's name)

SCIENCE (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
ERNEST E. JUST (1883-1941) • Biologist • Author of two books relating to egg fertilization and the study of the cell • Recipient of numerous awards and citations (See references 3-5.) **THEODORE K. LAWLESS (1892-)** • Dermatologist, philanthropist • Black millionaire whose philanthropy is not restricted to his race • Winner of awards for achievement in medicine • Made contributions to the treatment of leprosy (See reference 3.) **JAN MATZELIGER (1852-1889)** • Invented the shoe-lasting machine which revolutionized the shoe industry • Made Lynn, Massachusetts, the "shoe capital of the world" (See references 3-5.)	**Notes**

SCIENCE (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
NORBERT RILLIEUX (1806-1894) • Scientist, inventor • Became a reputable engineer in Louisiana • Invented a system that reduced the production cost and provided a superior quality of sugar (See references 3-5.) **DANIEL HALE WILLIAMS (1856-1931)** • Pioneer in open-heart surgery • Founder of Provident Hospital, Chicago, in which he performed the first successful operation on the human heart (See references 3-5 and 9.) **GRANVILLE T. WOODS (1856-1910)** (Also listed in BUSINESS) • Inventor • Obtained over thirty-five patents, ranging from a steam boiler, to an incubator capable of hatching 50,000 eggs at a time, to the automatic air brake • Sold many of his electrical inventions to the American • Bell Telephone Company and the General Electric Company (See references 3-5.)	**Notes (continued)**

SPORTS

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
HENRY LOUIS AARON (1934-) • Baseball player • Described by sports writers as the "greatest right-handed batter since Rogers Hornsby" • Has led the National League in runs scored, total bases, hits, doubles, home runs, runs batted in, and batting averages (See references 1 and 3.) **MOHAMMED ALI (CASSIUS CLAY) (1942-)** • Olympic Games Light Heavyweight Champion in 1960 • National Golden Gloves champion in 1960 • Gained the world boxing title in 1964 (See references 3-5 and 23.) **JAMES NATHANIEL BROWN (1936-)** (Also listed in PERFORMING ARTS: ACTORS AND ACTRESSES) • Football running back • Voted by the United Press as "Rookie of the Year" at the end of the first year with the Cleveland Browns in 1957 • Won award as the National League's foremost star	**Teachers' References** 1. *"Aaron, R. F."* by Henry Aaron 2. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History) 3. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr. 4. *A Pictorial History of the Negro in America* by Langston Hughes and Milton Meltzer (The following books are above the sixth-grade reading level and may be suitable for teachers' references.) 5. *The Cassius Clay Story* by George Sullivan 6. *Famous Negro Athletes* by Arna Bontemps 7. *I Always Wanted to Be Somebody* by Althea Gibson 8. *It's Good to Be Alive* by Roy Campanella 9. *The Jessie Owens Story* by Jessie Owens with Paul G. Neimark 10. *Jim Brown, The Running Back* by Larry Klein 11. *Maybe I'll Pitch Forever* by Satchel Paige 12. *Wait Till Next Year* by Jackie Robinson and Carl E. Rowan 13. *Willie Mays* by Arnold Hano

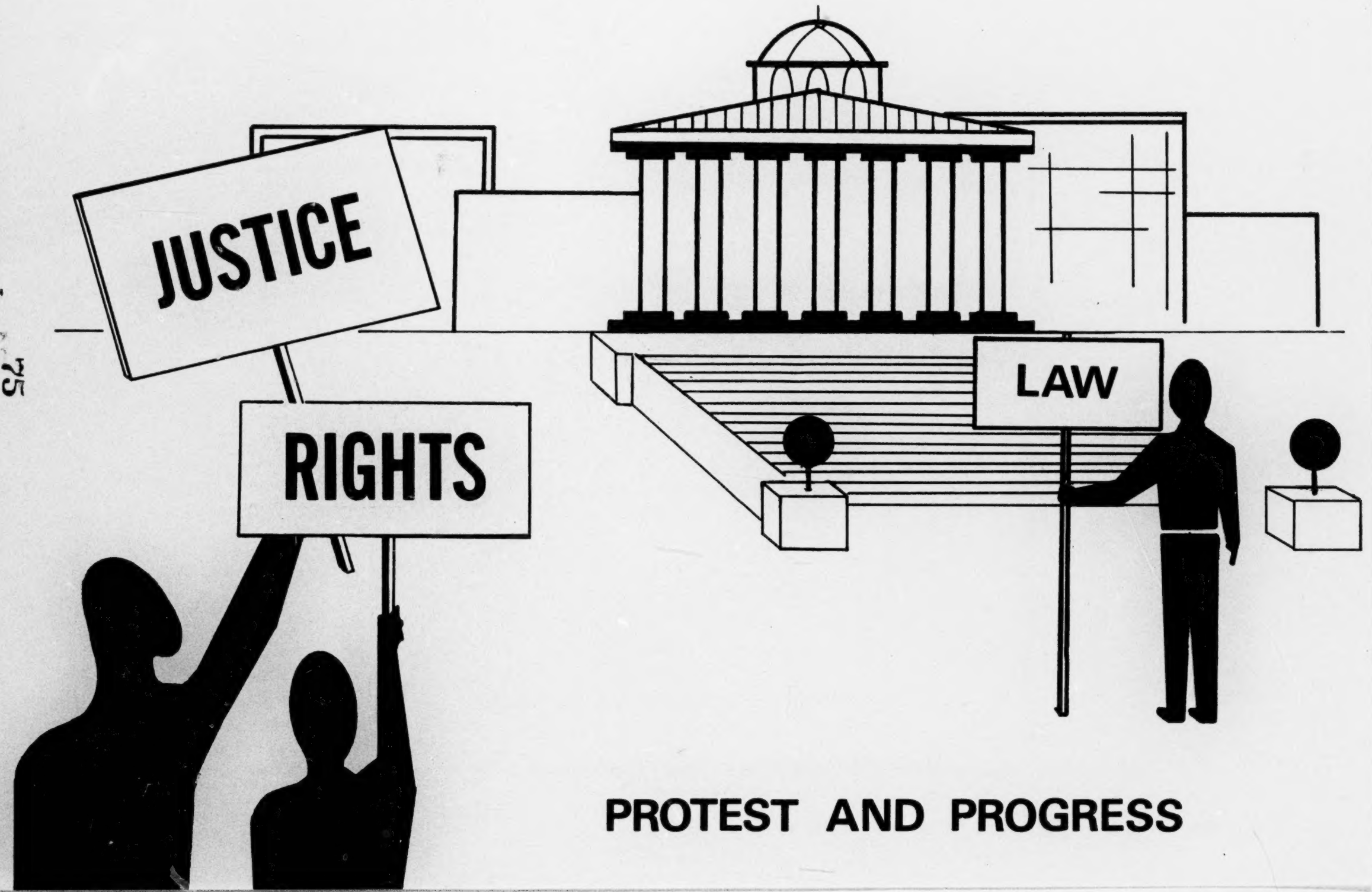
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
JAMES NATHANIEL BROWN (continued) • Named American Athlete of the Year and Player of the Year by the United Press International (See references 2-4, 6, and 10.) **ROY CAMPANELLA (1921-)** • Only Negro to receive the title "Most Valuable Player" on three separate occasions • Played with five National League pennant winners • Paralyzed as a result of an automobile accident • Presently serves as a sports commentator (See references 3 and 4.) **WILTON CHAMBERLAIN (1936-)** • Basketball player • Received more than two hundred scholarship offers from colleges because of his athletic career and B average as a high school student • Hired by the Harlem Globetrotters • Honored as Rookie of the Year in basketball at the end of his first season with the Philadelphia 76er's (See references 2-4, 6, 8, and 22.)	**Teachers' References (continued)** 14. *Willie Mays: Coast to Coast* by Charles Einstein 15. *The Willie Mays Story* by Milton J. Shapiro **Children's Books** 16. *Breakthrough to the Big League* by Jackie Robinson and Alfred Duckett (Grades 5-9) 17. *Greatest World Series Thrillers* by Ray Robinson (Grades 4-7) 18. *Jackie Robinson of the Brooklyn Dodgers* by Milton J. Shapiro (Grades 6-10) 19. *Jake Gaither, Winning Coach* by Wyatt Blassingame (Grades 4 and up) 20. *Olympic Thrills* by Joseph Bell (Grades 6 and up) 21. *Willie Mays, Modest Champion* by Gene Schoor (Grades 5-9) 22. *Wilt Chamberlain* by Kenneth Rudeen (Grades 4-6) 23. *Young Olympic Champions* by Steve Gelman (Grades 6-9) **General References** *Anchor Man* by Jesse Jackson (Grades 5-9) *Britannica Junior Encyclopedia,* Division of Encyclopedia Britannica, Inc. (Entry according to person's name)

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
ALONZO "JAKE" GAITHER (1903-) • Football coach and athletic director of Florida A & M University • Elected to the Helmes Foundation Hall of Fame in 1962 • Park and recreation center in Tallahassee named in his honor (See references 2 and 19.) **ALTHEA GIBSON (1927-)** • Tennis champion of international reputation • Toured southeast Asia with a team of American tennis players by invitation of the State Department • Won Wimbledon and Forest Hills championships in 1957 (See references 2-4, 6, 7, and 20.) **RAFER JOHNSON (1935-)** • Track and field star • Winner of Olympic decathlon gold medal • Gained recognition as "the greatest all-around athlete in the world" (See reference 3.)	**General References (continued)** *Call Me Charley* by Jesse Jackson (Grades 5-9) *Compton's Encyclopedia,* Division of Encyclopedia Britannica, Inc. (Entry according to person's name) *Encyclopedia Britannica,* Division of Encyclopedia Britannica, Inc. (Entry according to person's name) *Little League Heroes* by Curtis Kent Bishop *Only the Ball Was White* by Robert Peterson **Notes**

SPORTS (continued)	
CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	**SUGGESTED RESOURCES**
JOE LOUIS (1914-) • Boxer • Held the world's heavyweight championship longer than anyone else before or since his time. • Earned the nickname "Brown Bomber" • Defended his title in twenty-five title fights, more than the total of the preceding eight champions. (See reference 3.) **WILLIE MAYS (1931-)** • Made his professional debut in baseball with the Birmingham Black Barons • Became National League's Rookie of the Year in 1957 • Won the Most Valuable Player award in 1965 (See references 2-4, 6, 13-15, 17, and 21.) **JESSE OWENS (1913-)** • Track and field star • Became known as "The Ebony Antelope" • Won four gold medals at the Berlin Olympics in 1936, which Adolph Hitler refused to present (See references 2-4, 6, and 9.)	**Notes (continued)**

SPORTS (continued)	
CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	**SUGGESTED RESOURCES**
SATCHEL PAIGE (1904-) • Well-known name in baseball circles long before Jackie Robinson broke the color barrier of organized baseball • Called "the best pitcher I ever faced" by Joe DiMaggio (See references 3, 4, 6, and 11.) **JACKIE ROBINSON (1919-)** • Broke the color barrier in organized baseball • Began his major career with the Brooklyn Dodgers • Named to the Hall of Fame in Cooperstown, New York, in 1962 (See references 2-4, 6, 12, and 18.) **"SUGAR" RAY ROBINSON (1921-)** • Often called the greatest fighter "pound for pound" in the history of boxing • Took the middleweight crown from Jake La Motta in 1951 • Fought a series of bouts after retiring, adding six victories in title bouts to his credit–more than any other fighter in history (See references 2-4, and 6.) **WILMA RUDOLPH (1940-)** • Only American woman runner ever to win three gold medals in the Olympic Games	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
WILMA RUDOLPH (continued) • Because of early illness was unable to walk properly until the age of eight • Named United States Female Athlete of the Year for 1960 (See references 2-4, 20, and 23.)	Notes (continued)



PROTEST AND PROGRESS

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES

RALPH DAVID ABERNATHY (1926-)
(Also listed in RELIGION)

- Baptist minister
- Leader of the Southern Christian Leadership Conference (SCLC) after Martin Luther King's assassination in 1968
- Carried out the plan for a Poor People's March on Washington, D. C. after Dr. King's death
- Associated with Martin L. King, Jr. in all areas of the nonviolent civil rights movement

(See references 1-3, 5-7, 11, 16, and 21.)

IDA B. WELLS BARNETT (1869-1931)

- Teacher
- Militant civil rights fighter of the nineteenth century
- Editor of newspaper *Free Speech* in Memphis, Tennessee
- Chairman of the Anti-Lynching Bureau of the National African Council
- Organizer and first president of the Negro Fellowship League in 1908
- Appointed probation officer in Chicago
- Elected Vice-President of the Chicago Equal Rights League

(See references 2, 3, 6, 14, 15, 20, and 21.)

Teachers' References

1. *The Afro-American in the United States History* by Benjamin Da Silva et al.
2. *The American Negro Reference Book* by John P. Davis
3. *The Chronological History of the Negro in America* by Peter M. Bergman and Mort N. Bergman
4. *The Negro in Our History* by Carter G. Woodson and Charles H. Wesley
5. *The Negro Pilgrimage In America* by C. Eric Lincoln
6. *A Pictorial History of the Negro in America* by Langston Hughes and Milton Meltzer

(The following books are above the sixth-grade reading level and may be suitable for teachers' references.)

7. *I Have A Dream* by Emma Gelders Sterne
8. *A Junior History of the American Negro Volume One: Discovery to the Civil War* by Morris C. Goodman
9. *A Junior History of the American Negro, Volume Two: The Civil War to the Civil Rights War,* by Morris C. Goodman
10. *Negroes Who Helped Build America* by Madeline Stratton
11. *Eyewitness: The Negro in American History* by William Katz
12. *From Slavery to Freedom* by John Hope Franklin
13. *Great Negroes Past and Present* by Russell L. Adams

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES

DAISY GATSON BATES (1922-)

- Civil rights worker, integrationist
- President of Little Rock, Arkansas's NAACP in 1953
- Fought against segregated schools in Arkansas
- Brought organized pressure on Little Rock's school board to admit Negroes to Central High School
- Received many awards and citations for the role she played in the desegregation of schools in the South
- Published a book in 1962 to tell of her experiences as an integrationist

(See references 2, 3, 6, 7, and 14-16.)

STOKELY CARMICHAEL (1942-)

- Militant leader of the Student Nonviolent Coordinating Committee (SNCC)
- Civil rights worker in the movement of the early 1960's
- Popularized the term "Black Power"
- Relinquished leadership of SNCC to travel to Cuba and North Vietnam

(See references 1, 3, 5, 6, 12, 15, and 16.)

W. E. B. DUBOIS (1868-1963)
(Also listed in EDUCATION)

JAMES FARMER (1920-)

- Methodist clergyman

Teachers' References (continued)

14. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
15. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr.
16. *The Negro Handbook* by the editors of *Ebony*, Johnson Publishing Company, Inc., Chicago, 1966
17. *What Manner of Man: A Biography of Martin Luther King* by Lerone Bennett, Jr.

Children's Books

18. *Afro-American Contributors to American Life* by John M. Franco et al. (Grades 2-4)
19. *Afro-Americans, Then and Now* by Jane Hurley and Doris Haynes (Grades 2-4)
20. *Famous Negro Heroes of America* by Langston Hughes (Grades 4-6)
21. *Important Dates in Afro-American History* by Lee Bennett Hopkins (Grades 4-6)
22. *Martin Luther King: The Peaceful Warrior* by Edward T. Clayton (Grades 4-6)
23. *Meet Martin Luther King, Jr.* by James T. de Kay (Grades 4-6)
24. *Negro In America* by Earl Spangler (Grades 4-6)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES

JAMES FARMER (continued)

- Organizer of the Congress of Racial Equality (CORE), the first black American protest organization
- Program director for the NAACP
- Radio and television commentator on programs sponsored by the United Auto Workers in Detroit
- Leader of civil rights demonstration in Louisiana
- Originator of the CORE-planned "freedom rides"
- Assistant Secretary of Health, Education, and Welfare in the administration of President Richard M. Nixon

(See references 1, 3-5, 7, 11, 12, 14-16, 18, and 21.)

MARCUS GARVEY (1887-1940)
(Also listed in BUSINESS)

- Jamaican
- Organized the Universal Negro Improvement Association to carry Negroes back to Africa
- Published the *Negro World* newspaper

(See references 1-7, 9, and 11-15.)

JAMES WELDON JOHNSON (1871-1938)
(Also listed in LITERATURE)

MARTIN LUTHER KING, JR. (1929-1968)
(Also listed in RELIGION)

- Leader in the Civil Rights Movements
- Minister, ordained in 1947

General References

Afro-American History and Culture, Publication No. 333, St. Paul Public Schools, St. Paul, Minnesota, 1968

The American Negro: A Chronology by Irving J. Sloan

A Bibliography of Books and Educational Media Related to Negro Culture by Dade County Board of Public Instruction, Miami, Florida, 1969.

Color Me Brown by L. H. Giles and L. F. Holmes

The First Book of American Negroes by Margaret B. Young

Great American Negroes in Verse by Eloise Culver

The Heritage and Contributions of the Negro American, Denver Public Schools, Denver, Colorado, 1969

A Layman's Guide to Negro History by Erwin A. Salk

The Negro American by Rayford W. Logan and Irving S. Cohen

Negro History and Culture, Dade County Board of Public Instruction, Miami, Florida, 1969

The Negro in America by Larry Cuban

The Negro in American History (A Curriculum Resource Bulletin for Secondary Schools, Public Schools of the District of Columbia, Washington, D. C.)

The Negro Vanguard by Richard Bardolph

The Story of the American Negro by Earl Schenck Miers

They Showed the Way: Forty American Negro Leaders by Charlemae Hill Rollins

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
MARTIN LUTHER KING, JR. (continued) • Pastor of Dexter Avenue Baptist Church in Montgomery, Alabama • Fought against racial discrimination • Leading advocate of nonviolence to combat discrimination • Organizer of the Southern Christian Leadership Conference (SCLC) • Organized the march on Washington in 1963 • Youngest man in history to receive the Nobel Peace Prize (1964) • President of the Montgomery Improvement Association • Named "Man of the Year" in 1963 by *Time* magazine • Used marches to expose to the nation injustices that existed in many of our American cities • Received the Doctor of Philosophy degree from Boston University • Received the Doctor of Divinity degree from Boston Theological Seminary and the University of Chicago Theological Seminary • Assassinated April 4, 1968, in Memphis, Tennessee (See references 1-19 and 21-24.) **THURGOOD MARSHALL (1908-)** (Also listed in LAW AND POLITICS)	**General References (continued)** *Together in America: The Story of Two Races and One Nation* by Johanna Johnston *Word Pictures of Great Negroes* by Elise Palmer Derricotte

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
FLOYD B. MCKISSICK (1922-) • North Carolina lawyer • National Director of CORE from 1966 to 1968 (See references 2, 5, 14-16, 18, 21, and 24.) **CONSTANCE BAKER MOTLEY (1921-)** (Also listed in LAW AND POLITICS) **ADAM CLAYTON POWELL (1908-)** (Also listed in RELIGION and LAW AND POLITICS) **A. PHILIP RANDOLPH (1889-)** (Also listed in LAW AND POLITICS) **BOOKER T. WASHINGTON (1856-1915)** (Also listed in EDUCATION) **WALTER FRANCIS WHITE (1893-1955)** • Militant executive secretary of the NAACP • Writer • Recipient of many awards, including the Spingarn Medal from the NAACP (See references 2-7, 12-16, 21, and 24.) **ROY WILKINS (1901-)** • Executive Director of the NAACP • Managing editor of the *Kansas City Call*, a Negro weekly newspaper • Assistant executive secretary of the NAACP under Walter White	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
ROY WILKINS (continued) • Editor of *Crisis* magazine, succeeding W. E. B. DuBois • Chairman of the National Emergency Civil Rights Mobilization (See references 2-5, 7, 9, 11-16, 18, 21, and 24.) **WHITNEY M. YOUNG (1921-1971)** • Executive Secretary of the National Urban League • Served as dean of Atlanta University's School of Social Work • Advocate of a more militant policy for black people, based on dignity, unity, and achievement of political power (See references 2, 3, 5, 7, 9, 11, 14-16, 18, 19, 21, and 24.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES

EDWARD W. BROOKE III (1919-)

- Republican from Massachusetts
- Lawyer
- First Negro elected to the United States Senate since Reconstruction
- Chairman of the Boston Finance Commission in 1961
- Elected attorney general of Massachusetts in 1962

(See references 1-4, 7-10, 12, 13, and 18.)

BLANCHE K. BRUCE (1841-1897)
(Also listed in CIVIL WAR AND RECONSTRUCTION)

RALPH JOHNSON BUNCHE (1904-)

- Internationally known statesman
- United Nations Under-Secretary for Special Political Affairs
- Professor of government at Harvard from 1950-52
- First Negro to win the Nobel Peace Prize (1950)
- Awarded the Spingarn Medal in 1949
- Served as Senior Social Analyst for the Office of the Coordinator of Information in African and Far Eastern Affairs
- Served as chief assistant to Count Folke Bernadotte, U. N. mediator in the Palestine crisis
- Instrumental in negotiating the "Four Armistice Agreements"

Teachers' References

1. *The Afro-American in United States History,* by Benjamin Da Silva et al.
2. *The American Negro Reference Book* by John P. Davis
3. *The Chronological History of the Negro in America* by Peter M. Bergman and Mort N. Bergman
4. *Eyewitness: The Negro in American History* by William Katz
5. *From Slavery to Freedom* by John Hope Franklin
6. *Great Negroes Past and Present* by Russell L. Adams
7. *Historical Negro Biographies* by Wilhelmina S. Robinson (The International Library of Negro Life and History)
8. *The Negro Almanac* by Harry A. Ploski and Roscoe C. Brown, Jr.
9. *The Negro Handbook* by the editors of *Ebony*, Johnson Publishing Company, Inc., Chicago, 1966
10. *The Negro in America* by Larry Cuban
11. *The Negro in Our History* by Carter G. Woodson and Charles H. Wesley
12. *The Negro Pilgrimage in America* by Eric Lincoln
13. *A Pictorial History of the Negro in America* by Langston Hughes and Milton Meltzer
14. *The Story of the Negro* by Arna Bontemps

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES

RALPH JOHNSON BUNCHE (continued)

- Did field work with Swedish sociologist Gunnar Myrdal, author of *An American Dilemma*

(See references 1, 3, 5-13, 17-20, and 26.)

SHIRLEY CHISHOLM (1923-)

- Teacher
- Member of the New York State Assembly
- First black woman to be elected to House of Representatives
- Won fight for appointment to the House Agricultural Committee

(See references 1, 21, and 22.)

JOHN CONYERS, JR. (1929-)

- Member of Congress representing Michigan
- First Negro to serve on the House Judiciary Committee
- Referee for the Michigan Women's Compensation Department
- Member of the National Lawyers Committee for Civil Rights Under Law, appointed by President Kennedy
- Cosponsor of the Johnson administration's Medicare program

(See references 1-3, 8-10, and 18.)

SUGGESTED RESOURCES

Teachers' References (continued)

(The following books are above the sixth-grade reading level and may be suitable for the teachers' references.)

15. *The Brotherhood of Sleeping Car Porters* by Brailsford R. Brazeal
16. *I Have A Dream* by Emma G. Sterne
17. *A Junior History of the American Negro, Volume Two: The Civil War Is The Civil Rights War* by Morris C. Goodman
18. *The Negro in America* by Earl Spangler
19. *Negroes Who Helped Build America* by Madeline Stratton
20. *Ralph J. Bunche: Fighter for Peace* by J. Alvin Kugelmass
21. *Shirley Chisholm* by Susan Brownmiller
22. *The Story of the American Negro* by Earl S. Miers
23. *Time of Trial, Time of Hope: The Negro in America, 1919-1941* by Milton Meltzer and August Meier
24. *Thurgood Marshall: Fighter for Justice* by Lewis H. Fenderson

Children's Books

25. *Adam Clayton Powell and the Politics of Race* by Neil Hickey and Ed Edwin (Grades 4-6)
26. *Picture Life of Ralph J. Bunche* by Margaret B. Young (Grades K-3)

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES
BENJAMIN O. DAVIS, JR. (1912-) • As Major General in Air Force, was highest ranking Negro ever to serve in the armed forces • First Negro to command an air base (Godman Field in Kentucky) • Recently appointed by President Nixon as Director of Civil Aviation Security for the Department of Transportation (See references 1, 2, 4-14, and 17-19.) **BENJAMIN O. DAVIS, SR. (1877-1970)** • First Negro to hold the rank of brigadier general in the United States Army • Former professor of military science and tactics at Wilberforce University in Ohio and later at Tuskegee Institute • Appointed Special Assistant to the Secretary of the Army in 1947 • Retired from the armed services in 1948 (See references 1, 2, 5-12, 14, 17, and 18.) **WILLIAM L. DAWSON (1886-)** • United States Congressman • Member of the House of Representatives since 1943 • First Negro chairman of a Congressional Committee (House Committee on Government Operations)	**General References** *Afro-American History and Culture,* Publication No. 333, St. Paul Public Schools, St. Paul, Minnesota, 1968 *The American Negro: A Chronology* by Irving J. Sloan *Bibliography of Books and Educational Media Related to Negro Culture* by Dade County Board of Public Instruction, Miami, Florida, 1969 *Chronology and Fact Book of the American Negro* by Irving J. Sloan *Famous Negro Heroes of America* by Langston Hughes *The First Book of American Negroes* by Margaret B. Young *Forever Free: The Story of the Emancipation Proclamation* by Dorothy Sterling *Great American Negroes* by Ben Richardson *The Heritage and Contributions of the Negro American* by Denver Public Schools, Denver Colorado, 1969 *In Their Words: A History of the American Negro,* 3 Volumes, 1619-1865, 1865-1916, 1916-1966, edited by Milton Meltzer *A Layman's Guide to Negro History* by Erwin A. Salk *The Negro American* by Rayford W. Logan and Irving S. Cohen *Negro History and Culture*, Dade County Board of Public Instruction, Miami, Florida, 1969

CULTURAL DEVELOPMENTS EVENTS—PERSONALITIES	SUGGESTED RESOURCES

WILLIAM L. DAWSON (continued)

- Crossed party lines and served as a member of the Chicago City Council as both Republican and Democrat

(See references 1-3, 5-11, 13, and 18.)

CHARLES C. DIGGS, JR. (1922-)

- Democratic congressman from the 13th district of Michigan
- Member of the Michigan Senate from the 3rd district serving four sessions from 1951 to 1954
- First Negro in Michigan to be elected to the United States Congress

(See references 1-3 and 7-11.)

PATRICIA ROBERTS HARRIS (1924-)

- Executive director for Delta Sigma Theta Sorority before going into politics
- Member of Phi Beta Kappa
- Lawyer and teacher
- First Negro to serve as a U. S. ambassador
- Cochairman of the National Women's Committee on Civil Rights under President John F. Kennedy
- An alternate delegate to the United Nations in 1966
- Seconded the nomination of Lyndon Johnson for the presidency of the United States

General References (continued)

The Negro in American History, Board of Education, New York, New York, 1964

The Negro in American History (A Curriculum Resource Bulletin for Secondary Schools, Public Schools of the District of Columbia, Washington, D. C.)

Negroes in Public Affairs and Government (Negro Heritage Library) Educational Heritage, Inc.

The Negro Vanguard by Richard Bardolph

The Peaceable Revolution by Betty Schecter

Tender Warriors by Dorothy Sterling

Together in America: The Story of Two Races and One Nation by Johanna Johnston

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
PATRICIA ROBERTS HARRIS (continued) • Served as Dean of Harvard University's Law School (See references 1, 3, 4, 8-10, 13, and 18.) **WILLIAM HENRY HASTIE (1904-)** • Judge of the United States Third Circuit Court of Appeals • Dean of Howard University Law School • Civilian aide in the War Department under President Franklin D. Roosevelt • Federal district judge for the Virgin Islands • Appointed to serve as governor of the Virgin Islands from 1946-49 (See references 1-9, 11, 13, and 16-18.) **RICHARD G. HATCHER (1933-)** • Instrumental in the establishment of open housing law in Gary • Member of Gary City Council • Received assistance from Vice-President Hubert Humphrey and Senator Robert F. Kennedy in his campaign for mayor • First Negro mayor elected in Gary, Indiana (See references 1 and 13.) **JOHN JONES (1816-1879)** (Also listed in BUSINESS)	Notes (continued)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
JOHN R. LYNCH (1847-1939) (Also listed in CIVIL WAR AND RECONSTRUCTION) **THURGOOD MARSHALL (1908-)** (Also listed in CIVIL RIGHTS) • United States Supreme Court justice • United States Solicitor General • Director of the Legal Defense Fund of the NAACP • Appointed judge of the Second Court of Appeals in 1962 by President John F. Kennedy (See references 1-3, 5-10, 12, 13, 16, 18, and 24.) **CONSTANCE BAKER MOTLEY (1921-)** (Also listed in CIVIL RIGHTS) • Federal judge • Legal assistant for the National Association for the Advancement of Colored People (NAACP) • Served as associate counsel of the NAACP Legal Defense Fund from 1948-1965 • Became known through her defense of James Meredith against the University of Mississippi • Elected to the New York Senate in 1964 • Elected president of the Borough of Manhattan in 1965 • Appointed judge of the Federal Circuit Court of the Southern District of the State of New York in 1966 (See references 1, 3, 7-9, and 11-13.)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
ISAAC MYERS (1835-1891) (Also listed in BUSINESS) • Shipyard owner • Pioneer in organized labor • Special agent-at-large for the Post Office Department in 1870 • Opened a shipyard to employ only Negroes • Published the weekly newspaper *Colored Citizen* in 1882 • Organized the Maryland Colored State Industrial Association in 1888 • Instrumental in organizing a home for aged ministers of the African Methodist Episcopal Church (See references 3, 7, and 13.) **JAMES B. PARSONS (1911-)** • United States District judge appointed by President John F. Kennedy • Assistant corporation counsel for the City of Chicago for two years • Served nine years with the United States Attorney's office • Presented with the first Selective Service System Certificate of Appreciation (See references 1-3, 6, 8, 9, 11, and 12.)	Notes (continued)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
PINKNEY B. S. PINCHBACK (1837-1920) (Also listed in CIVIL WAR AND RECONSTRUCTION) **ADAM CLAYTON POWELL, JR. (1908-)** (Also listed in CIVIL RIGHTS and RELIGION) • Congressmen, clergyman • Chairman of the Harlem Coordinating Committee • First Negro elected to serve on the New York City Council • Member of the House of Representatives; elected in 1944 • Pastor of the Abyssinian Baptist Church in New York City • Introduced bills to end Jim Crow travel discrimination in Washington, D. C. • Offered the first bill to integrate the armed services • Served as Chairman of the House Committee on Education and Labor (See references 1-3, 6-11, 13, 18, and 25.) **PHILIP RANDOLPH (1889-)** (Also listed in CIVIL RIGHTS) • Labor leader • Former vice-president of the AFL-CIO • Organized the Brotherhood of Sleeping Car Porters in 1925	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
PHILIP RANDOLPH (continued) • Prime organizer of the "March on Washington" movement during World War II • Leader of the Committee against Discrimination in the Armed Forces • Organized the youth march on Washington in 1963, demonstrating for the passage of the Civil Rights Bill • Honorary Chairman of the White House Conference on Civil Rights in 1966 (See references 1-13, 15-18, and 23.) **CARL T. ROWAN (1925-)** (Also listed in LITERATURE) • One of the first Negro officers in the United States Navy • Journalist • Held post of U. S. Ambassador to Finland • Served as director of the United States Information Agency (USIA) (See references 1-4, 7-13, and 18.) **ROBERT SMALLS (1839-1915)** (Also listed in CIVIL WAR AND RECONSTRUCTION)	**Notes (continued)**

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
CARL B. STOKES (1927-) • First Negro elected mayor of a large American city, Cleveland, Ohio • Lawyer • Member of the Ohio state legislature (See references 8 and 13.) **WILLARD SAXBY TOWNSEND (1895-1957)** • Labor leader • First Negro vice-president in organized labor • International representative at labor conferences in Cuba, Mexico, Japan, and Germany • Organized the United Transport Service Employees Union • Organized a Cincinnati company for the Ohio National Guard • Member of committee of the World Federation of Trade Unions • Member of the CIO Committee to Abolish Discrimination • Attended the International Confederation of Free Trade Unions' conference at Berlin in 1952	Notes (continued)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
WILLARD SAXBY TOWNSEND (continued) • Wrote a handbook entitled *Trade Union Practices and Problems* • Elected to the joint executive council when the American Federation of Labor (AFL) merged with the Congress of Industrial Organizations (CIO) in 1955 (See references 3, 7, and 8.) **ROBERT C. WEAVER (1907-)** • First Negro appointed to a President's cabinet • First Secretary of the Department of Housing and Urban Development • Member of President Roosevelt's "Black Cabinet" • Advisor in the Department of the Interior • Consultant in the Housing Division of the Public Works Administration • Chief of the Negro Employment and Training Branch of the Labor Division of the War Production Board • Director of the Negro Manpower Commission • Professor of Economics at North Carolina A & T College in Greensboro • Director of the Opportunity Fellowship Program of the John Hay Whitney Foundation • Consultant to the Ford Foundation	Notes (continued)

CULTURAL DEVELOPMENTS EVENTS–PERSONALITIES	SUGGESTED RESOURCES
ROBERT C. WEAVER (continued) • Directed major federal government programs which focus on creating better housing and improved communities • Published four books (See references 1-3, 5, 7-13, 17, and 18.)	**Notes (continued)**

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Listed are the teachers' books and general references included in the SUGGESTED RESOURCES, plus additional books that may be used in developing the units.

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Baldwin, James, *Another Country.* New York: Dell Publishing Co., 1962.

_____. *Blues for Mr. Charlie.* New York: Dial Press, 1964.

_____. *Going to Meet the Man.* New York: Dial Press, 1965.

_____. *Go Tell It on the Mountain.* New York: Dial Press, 1963.

Bardolph, Richard. *The Negro Vanguard.* New York: Holt, Rinehart and Winston, 1959.

Barrett, William E. *Lilies of the Field.* New York: Doubleday & Co., 1962.

Bates, Daisy. *The Long Shadow of Little Rock.* New York: David McKay Co., 1962.

Bennett, Lerone, Jr. *Before the Mayflower: A History of the Negro in America.* Chicago: Johnson Publishing Co., 1964.

_____. *What Manner of Man: A Biography of Martin Luther King, Jr.* Chicago: Johnson Publishing Co., 1964.

Bergman, Peter M., and Bergman, Mort N. *The Chronological History of the Negro in America.* New York: Harper & Row Publishers, 1969.

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Brazeal, Brailsford R. *The Brotherhood of Sleeping Car Porters.* New York: Harper & Row Publishers, 1964.

Brewer, Mason. *American Negro Folklore.* Chicago: Quadrangle Books, 1968.

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_____. *Negro History and Culture, Bulletin 9K.* Miami: Dade County School Board, 1969.

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Dobler, Lavinia, and Toppin, Edgar A. *Pioneers and Patriots: The Lives of Six Negroes of The Revolutionary Era.* New York: Doubleday & Co., 1966.

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Hano, Arnold. *Willie Mays.* New York: Tempo, Grosset & Dunlap, n.d.

Hansberry, Lorraine. *A Raisin in the Sun.* New York: Random House, 1959.

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Heard, J. Norman. *The Black Frontiersmen.* New York: John Day Co., 1969.

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_____, *Poetry of the Negro.* New York: Doubleday & Co., 1949.

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Multimedia Kits

The following list presents to the teacher various commercial materials concerning the Negro and sources from which they may be ordered. The list is not exhaustive nor is it intended as a list of recommendations for purchase.

Afro-American. Multimedia Kit No. M-26. Intermediate to Junior High. SVE. $127.00 (complete).
The following materials are included in this kit:
Black Folk Music in America. 4 sound filmstrips (4 filmstrips, 2 records). No. 682. $32.50.
Black Contributors to American Culture. 4 Innovation Record Albums (8 records). No. IR-105. $40.00.
Great Negroes. Picture-Display Portfolios. Science and Invention (No. 43-E); Business and Professions (No. 43-F); Education and Religion (No. 43-G); Fighters for Freedom (No. 43-H); Champions for Human Rights (No. 43-J); Government and Judicial (No. 43-K). (Each set contains 24 plastic-coated 2-color 11" X 14" prints and brief biographies.) Each set $4.95.
Slide and Guide Slidesets: Discovering the Art of Africa (No. SG-28S); Treasures and Traditions of African Art (No. SG-29S); African Dress and Design (No. SG-308). (Each set contains 20 slides and a guide.) Each set $8.50.

Negro History. Multimedia Kit No. M-43L. Intermediate to Adult. SVE. $91.00 (complete).
The following materials are included in this kit:
Leading American Negroes. Set of 6 color filmstrips, 3 records, No. 242-SAR. $45.00.
Dr. Martin Luther King, Jr. Color filmstrip, 1 record. No. 244-3R. $8.50.
Word Games. 6 games to accompany filmstrips. No. 242SA-WG-6F/S. $6.00.
Great Negroes Past and Present. 182-page book with 150 biographies. No. 43-A. $6.95.
Picture-Display Portfolios: Negroes in Our History (No. 43-B); Modern Negro Contributions (No. 43-C); Negroes of Achievement, 1865-1915 (No. 43-D). (Each set contains 24 plastic-coated 2-color 11" X 14" prints and brief biographies.) Each set $4.95.
Great American Negroes. 6 overhead transparencies. No. OT-10S. $9.95.
The Reverend Dr. Martin Luther King, Jr. (1929-1969). Filmstrip, record guide. Intermediate to Senior High. No. 244-3R. $8.50.

SAR Leading American Negroes. Multimedia Kit No. 242. Intermediate to Adult. SVE. $39.75 (complete).
The following filmstrips and records are included in this kit:
Mary McLeod Bethune (No. 242-1); George Washington Carver (No. 242-2); Benjamin Banneker (No. 242-3); Robert Smalls (No. 242-4); Frederick A. Douglass (No. 242-5); Harriet Tubman (No. 242-6). Each filmstrip with teacher's guide $6,50.
Records for filmstrips: for No. 242-1 and No. 242-2 (No. 242-IRR); for No. 242-3 and No. 242-4 (No. 242-2RR); for No. 242-5 and No. 242-6 (No. 242-3RR). Each record $4.00.

Source for 3 preceding kits:
SVE—Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Black Americans in Government. Multimedia Kit. Buckingham Enterprises. $156.00 (complete).
Kit includes poster, workbook, color filmstrip, and recording for each of the following:
Edward Brooke, Robert Weaver, Shirley Chisholm, Patricia Harris, Thurgood Marshall.
(Individual prices not available.)

Source:
Buckingham Enterprises, Inc.
160-08 Jamaica Avenue
Jamiaca, New York 11432

Filmstrip and Record

George Washington Carver, The Plant Doctor. One of series No. 65, Leaders of America. No. 65-H. Eye Gate House. $5.25.

Source:
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Photographs and Posters

Black America Yesterday and Today. 20 pictures, 40-page resource book. David C. Cook Publishing Co. (price not available).

Source:
David C. Cook Publishing Company
850 North Grove
Elgin, Illinois 60120

The Black American Achievement Posters. Posterbook portraying outstanding Negro persons and events. Hayes School Publishing Co. $3.00.

Source:
Hayes School Publishing Company
Wilkinsberg, Pennsylvania 15221

Records

(The following records are available from the Dade County Public Schools Audio-Visual Services. The last item in each entry is the catalog number.

Historical Interpretation of Negro Spirituals: Lift Every Voice and Sing. Recorded Publications. One 12-in. 33 1/3 rpm. Narrated by Lavania A. Franklin. No. 4-40654.

Spirituals. RCA. One 10-in. 78 rpm. No. 4-30050.

Spirituals. RCA. Three 10-in. 78 rpm. No. 4-30019.

Spirituals. Columbia. Two 12-in. 78 rpm. No. 4-401212.

Spirituals. RCA. One 12-in. 78 rpm. No. 4-40319.

Spirituals: Songs of Children. RCA. One 10-in. 78 rpm. No. 4-30103.

(The following records may be purchased from record stores.)

Great Spirituals sung by Marian Anderson.

He's Got the Whole World in His Hands sung by Marian Anderson.

Bless This House sung by Mahalia Jackson.

Spirituals sung by the Howard University Choir.

Tuskegee Institute Choir Spirituals.

Bless This House sung by the Fisk Jubilee Singers.

(The following records may be ordered from the respective record companies.)

The Negro People in America. Heirloom Records, Songs and Ballads. Brookhaven, N.Y.

Negro Folk Music of Africa and America. Notes by Richard Waterman and Harold Courlander. Ethnic Folkways Library (FE 4500), 2 records.

Songs of the American Negro Slaves. Folkways Scholarship Records. 906 Sylvan Avenue, Englewood Cliffs, N. J., 07632.

APPENDIX A

WHITE AMERICANS WHO CONTRIBUTED TO NEGRO ADVANCEMENT

JOHN BROWN (1800-1859)

- Abolitionist who helped slaves escape on the Underground Railroad
- Organizer of slave uprisings
- Gained fame as a martyr for his raid on the federal arsenal at Harper's Ferry in Virginia

PRUDENCE CRANDALL (1803-1890)

- Young Quaker teacher who admitted black girls to her school

WILLIAM LLOYD GARRISON (1805-1879)

- Abolitionist
- Editor of the newspaper *The Liberator*
- Organized the American Anti-Slavery Society

ELIJAH P. LOVEJOY (1802-1837)

- Minister who preached against slavery
- Published the abolitionist paper *The Alton Observer*
- Killed by a mob because of his belief that slavery was a sin

HARRIET BEECHER STOWE (1811-1896)

- Abolitionist
- Gained world renown as author of *Uncle Tom's Cabin,* which was translated into thirty-six languages

APPENDIX B

EXAMPLES OF SUGGESTED ACTIVITIES

Observation or Listening

Community Resources. Persons from the community can make important contributions to the classroom instructional program. The list of those who may be used as classroom resource persons is endless. In order to ensure that maximum benefit will be gained from the visit, the guest may be briefed in advance on the activities of the class, the purpose of the visit, the points to be stressed, and any other pertinent information. The students may be prepared for the visitor through activities designed to identify the purpose of the visit, develop courteous behavior, and discuss or list topics of special interest.

There are several local agencies which supply speakers: community service agencies such as police and fire departments; professional organizations for legislators, doctors, etc.; and local societies or service organizations. The Officer Friendly Program in Dade County is an outstanding source of resource personnel. Members of professional and collegiate athletic teams are often willing to grant interviews or make visits that will both enhance their public images and provide learning activities for the student.

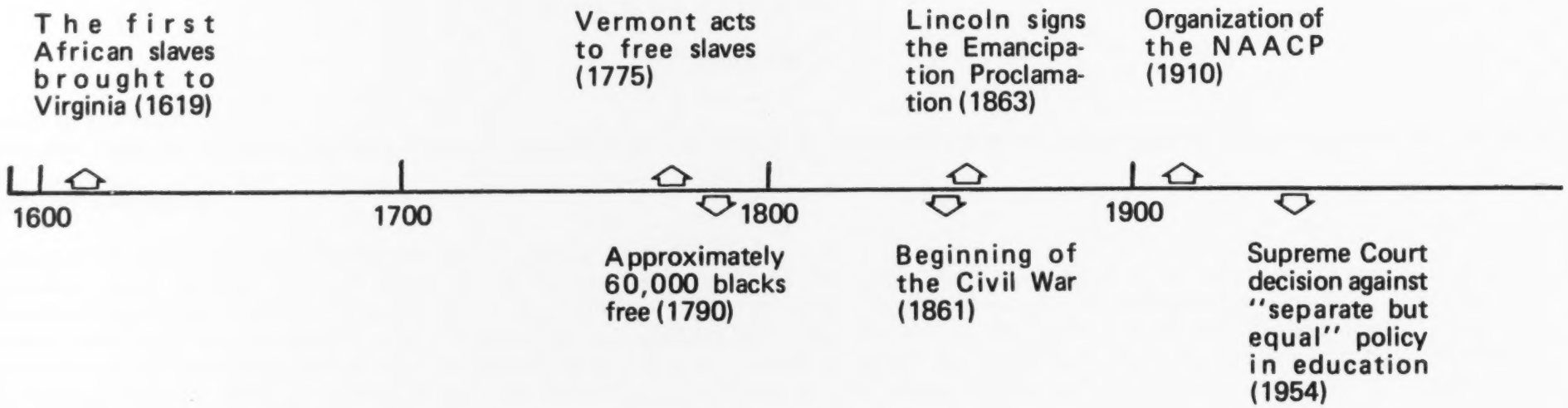
Research

Chronological Chart or Time Line. The construction of a chronological chart or a time line of Negro history may be an interesting as well as informative activity. Such a chart will enable the student to place related events in chronological order. Pupils may be assigned a specific event or individual to research. When the research has been completed, the class, with teacher guidance, should organize the events in chronological order. Bulletin board space can be provided for a chronological outline of the researched material, which may be illustrated by drawings, paintings, or pictures of the event. A framework or grid for such a display might be similar to the one on the next page, although many other events may be represented.

APPENDIX B

EXAMPLES OF SUGGESTED ACTIVITIES (continued)

Chronological Chart or Time Line (continued)



Group Cooperation

Questioning Sessions. One of the most important skills involved in the learning process is that of forming pertinent, penetrating questions. A skillful teacher can reinforce this process at any level with many subjects. Group cooperation can be structured to stimulate questions from both the cognitive and affective points of view. Techniques for eliciting questions from children are described below.

Arrange the students' desks in a discussion circle one layer deep. It is important that discussion circles contain only one layer of desks. If the class is too large for one circle, perhaps the teacher would prefer to assign smaller groups different times to hold their discussion circles while the rest of the class is involved in another activity. If several different discussion circles are operating at the same time, the teacher may wish them to compare results before the whole class. The different groups may also choose different concepts to question, presenting their results to the class later. The teacher may suggest the topic for discussion or have the students decide on a pertinent subject from a list developed under teacher direction.

It is important that the proper setting be provided for this activity. The students must grasp the vital importance of asking penetrating questions in order to effect a meaningful learning experience. Once they are involved in the process of asking pertinent questions, the concept chosen for discussion can be introduced. For example, one concept investigated by the study of black Americans is that of slavery. Questions that might be elicited from the students concerning this subject could be the following:

APPENDIX B

EXAMPLES OF SUGGESTED ACTIVITIES (continued)

Questioning Sessions (continued)

Is it natural for a person to want freedom?

Can one man "own" another completely—body and mind?

Why did most slaves offer little resistance to their treatment?

Why did slave owners want to have slaves?

How can being treated as property affect a man's feelings about himself?

Should the teacher wish to discuss *answers* at this point, the students may need help in rephrasing their questions. It is likely that elementary school children will pose questions that have no factual answers, and it is desirable that students be directed toward higher level thought processes. Thus, in order for the students to deal realistically with these questions, the distinction between a historical situation and one's interpretation of it must be emphasized. For example, the fourth question above might be rephrased as follows: "Why *do you think* slave owners might have wanted to have slaves?" Questions restated in this manner can lead to more accurate results in an activity designed to formulate answers.

Group Cooperation

Riddles. Used to reinforce student learning, riddles provide motivation when students are allowed to compose their own and present them to the class.

WHO AM I?

I began at the age of three;
A song and dance man
I wanted to be.
I appeared before the Queen
And acted in movies you've probably seen.
Who am I?

(Answer: Sammy Davis, Jr.)

EXAMPLES OF SUGGESTED ACTIVITIES (continued)

Group Cooperation (continued)

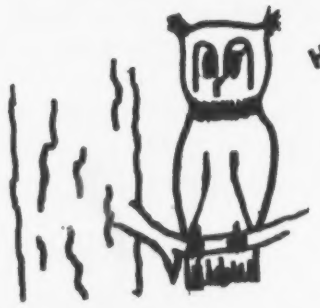
Rebus. Picture stories may also be used to reinforce student learning. The teacher may write the rebus, or the students may be assigned topics to develop together. For example:

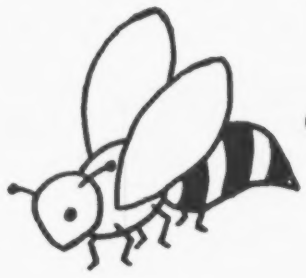
+ E

+ Z IS A

PROFESSIONAL

PLAYER





+ CAME THE

ROOKIE OF THE YEAR.

APPENDIX B

EXAMPLES OF SUGGESTED ACTIVITIES (continued)

Group Cooperation (continued)

Planning Clubs. Students will often become more involved in their studies if they have some part in planning the topics or activities used to elucidate the basic concepts being taught. Planning clubs therefore serve to stimulate motivation and regenerate group involvement in a learning process which has become more directly responsive to the students' experiences and interests.

Once the teacher has established the subject to be studied, she can organize groups to plan activities appropriate to that subject. Groups may choose topics, organize themselves, and develop activities to share with or present before the class. The class as a whole may be alloted an established time to discuss and choose activities for each week. (For a large group, it is recommended that a discussion circle be used. See *Questioning Sessions.)*

The planning clubs thus provide opportunities for the student to develop skills of communication and organization. At the same time, the student comes to value the learning process more as he becomes more aware of his own role in initiating learning experiences.

Appreciation

Artistic Response to Musical Stimulus. Representative forms of music which pertain to the unit may be surveyed and selected by the teacher. (See BIBLIOGRAPHY.) Before the selected tape or record is played for the students, the entire activity and its purpose are explained and the students are given the art materials to be used (paper, pencil, chalk, paint, etc.). The students are directed to listen to the music and to note especially the mood, intensity, variation, overall effect, etc. A brief discussion of the music may be initiated at this time. Then the students are directed to record their impressions of the music in an artistic manner. It is suggested that the record be played while the students are drawing. Students should be encouraged to discuss and display their work.

Creative Experiences

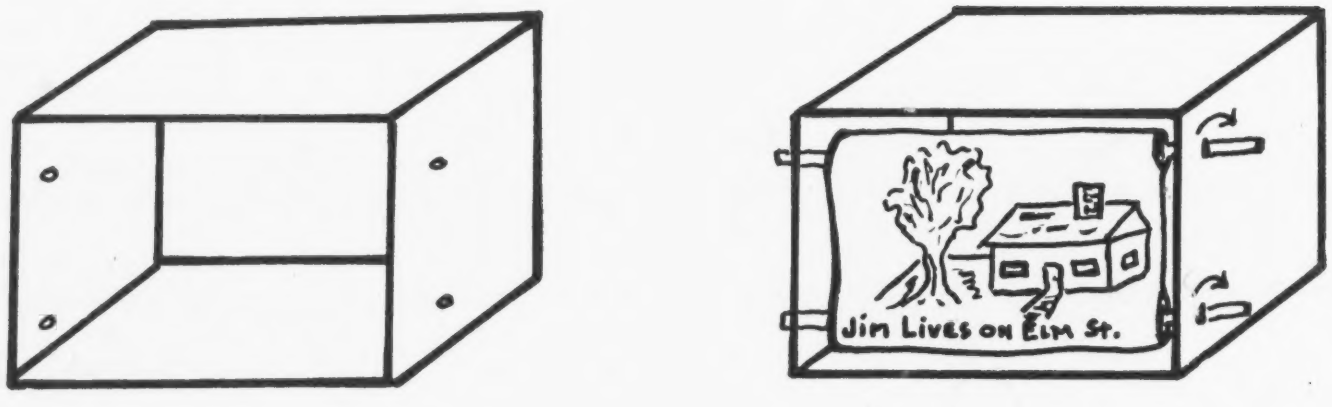
Shoe-Box Movies. Many opportunities for group cooperation are provided by shoe-box movies. Students may participate in constructing the shoe-box theatre, drawing the pictures, writing the narration, or presenting the movie.

Necessary materials include paper or cardboard box, two sticks (round ones if possible) that are a little longer than the box, craft paper, tape or glue, pencils, paints and paint brushes, or crayons and scissors.

To construct the movie, children should draw pictures and write an explanatory or narrative statement below each drawing. If drawings are done on separate pieces of paper, they will need to be taped together or attached to the roll of craft paper. When all pictures are completed, the ends of the scroll are attached to the sticks. The scroll is then rolled on the sticks and placed in the box. The students should practice showing and telling the movie before they present it for their classmates.

ERIC

Shoe-Box Movies (continued)



Presentations

Reaction Stories. An open-ended narrative can stimulate students' interest and promote involvement in the concept being examined. Situations dealing with human relations are especially effective in revealing and exploring various attitudes and emotions. A teacher who wishes to broaden cross-cultural perception in her classroom can make fruitful use of this activity. The students are challenged to make value judgments, and the group profits from contrasting different conclusions and predicting the consequences of each.

Once the class has been introduced to a particular subject, the teacher may choose to stimulate student involvement by presenting a relevant open-ended situation to the class. Explain to the students that they are to listen carefully and think critically about the situation. Students might be instructed to ask themselves questions such as the following: How do I think the characters feel? What do I think will happen? Why do I think so? Once the students fully understand what is expected of them, present the narrative situation to the whole class.

The underground railroad is an example of a setting that could be used as background for reaction stories. The narrative in this case might read as follows:

> When a stranger came to visit the house one night, Jesse, a child of about your age, was told to go and play outside. Noticing the frightened looks on all the adults' faces, the child decided to listen. Crouched by the window, Jesse heard whispered voices saying, "But this is our only chance to escape. If we don't leave tonight, we won't ever make it. We would have to go on living like this and chance being separated forever." Hearing this, the child became very frightened and upset and began thinking about what had happened to those who had been caught planning an escape or trying to escape. . .

APPENDIX B

EXAMPLES OF SUGGESTED ACTIVITIES (continued)

Reaction Stories (continued)

The students should be encouraged to react to the situation and predict possible conclusions. Direction from the teacher will probably be necessary in order to keep the discussion relevant. Great care must be taken that the point of view not become what the child in the story *should* do, but rather what he might do. Affective sensitivity should be encouraged, and the teacher must be careful to let the students make the decisions. However, the teacher should be prepared to elicit new points of view *for discussion* and to open up new implications. For example:

What might happen to change or strengthen the decision to escape?

What seems to be most important to this family? How will it affect their decision?

If not everyone wants to try to escape, how might the plans be affected?

If this family succeeds in escaping, how do you think it might affect other people in the same situation?

Might this situation have occurred in different historical settings? (i.e., Pilgrims who founded the Massachusetts Bay Colony, Nazi Germany, Eastern Europe today)

Students choosing the same ending may be grouped together to present a dramatization for the class. Comparisons or informal debates are two possible extensions of such presentations.

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